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LEATHEN, JOCELYN. The Development of a Values Inventory For High School Girls to Measure Selected Psychological, Sociological and Spiritual Values as Related to Physical Education. (1970)
Directed by: Dr. Gail Hennis

pp. 173

The purpose of this study was to develop a values inventory for high school girls to measure selected psychological, sociological, and spiritual values as related to physical education.

One hundred and twelve five-choice multiple-choice items were created for the following values: psychological (honesty-trustworthiness, responsibility, self-control, self-discipline, self-appraisal); sociological (sportsmanship-fairplay, cooperation, leadership, followership, and respect-acceptance of others); spiritual (aesthetic-appreciation of beauty and happiness-enjoyment of activities). The items were sent to a panel of five judges who were asked to categorize the item according to the value represented and the negative to positive order of the responses. All items that received a simple majority (three out of five) agreement by the judges were determined to be valid and were put into an inventory to be administered to high school girls.

A forty-four item values inventory was administered to high school girls in Girl's Latin High School in Boston and Brookline High School in Brookline, Massachusetts. Three hundred and sixty-eight subjects took the inventory during the first administration and 294 retook the inventory exactly one week later during the second administration. Statistical treatment of the subject's responses was done with 293 subjects.

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The Likert technique was used to score the subject's responses and the raw score formula of Pearson's product-moment correlations was used to determine the correlation coefficient of reliability for each inventory item as well as for the total inventory. The range of item reliabilities was $r = .20$ to $r = .74$. The correlation coefficient of reliability for the total inventory was $r = .73029$.

A thirty item revised values inventory was created by eliminating fourteen items with low reliabilities. The balance of items for each value area was maintained when eliminating the low reliability items. A Pearson's product-moment correlation coefficient of reliability of $r = .74502$ was tabulated for the revised values inventory.

Within the limitations of the study the following conclusions were drawn:

1. When creating a values inventory, a larger number of items must be created than were developed in this study, or broader groupings of values must be established to achieve a balanced inventory.
2. Each item in a values inventory must be able to represent only one specific value.
3. None of the multiple choice responses for any item can be so similar that a subject could choose either response.
4. The time between administrations of an inventory for reliability purposes should be longer than a week.
5. The forty-four item values inventory and revised thirty item values inventory created in this study, while having low reliability correlation coefficients, are feasible measuring tools for the values selected for this study.

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THE DEVELOPMENT OF A VALUES INVENTORY FOR
HIGH SCHOOL GIRLS TO MEASURE SELECTED
PSYCHOLOGICAL, SOCIOLOGICAL, AND
SPIRITUAL VALUES AS RELATED
TO PHYSICAL EDUCATION

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"

A Thesis Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Physical Education

September 1970
Date of Examination
Greensboro
September, 1970

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ACKNOWLEDGEMENTS

The author wishes to express her deepest appreciation to her adviser, Dr. Gail Hennis, for her guidance, encouragement, patience, and understanding throughout this study. The thoughts and knowledge gained from her are immeasurable.

The author wishes to thank the judges who gave much of their time, knowledge, and outstanding wisdom to evaluate the values inventory. Gratitude is expressed to the administrators of Girl's Latin High School and Brookline High School who granted permission for the author to administer the values inventory in their schools. The author also sincerely thanks the students in the schools who served as subjects for this study.

To her family, friends, and colleagues the author expresses her sincerest appreciation and deepest gratitude. Their constant encouragement, help, and faith were a valuable asset in making the completion of this study a reality.

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CHAPTER I

INTRODUCTION

Modern life in the United States is rich with choices and opportunities, but it is also very, very confusing for a child to comprehend. Although few of us would willingly return to the simple and more austere life of earlier days, we must recognize the penalty we pay for the complexities of the present. One of those penalties deals with values. It is certainly much more difficult today than it was at the turn of the century for a child to develop clear values. (9:15)

Some of the complexities of life referred to in the above quotation can be found within the educational structures of this country and yet the schools are one of the prime locations where children are exposed to a system of values and where they can develop their own values. The variety of curricula, methodologies, types of school personnel, and even the variety of school buildings themselves, all are reflections of value systems which children are exposed to throughout their educational careers. The actual concept of values is generally neglected within the schools and the actual values are often believed to be an automatic outcome of the educational experiences. Structured lessons in values and direct analysis of the effects of value instruction within the school are found in relatively few educational environments.

A great deal of a child's overt behavior is the result of the value system he is creating for his life. This writer believes that if the underlying causes of the child's behavior, in terms of his value system, were understood, that quite often a great deal

more could be done to guide him in establishing his own value system as well as directing him toward the attainment of his potential as a contributing individual to society. So often the opportunity to emphasize such value concepts as honesty, respect for others, appreciation of beauty, and self-appraisal, to name only a few, are lost in the rigidity of the need to present a certain quantity of subject material to the learners. If the value concepts were discussed and taught at appropriate times, the child would be able to get a more comprehensive education.

One of the educational disciplines that lends itself toward specific value concept instruction is physical education. Within the area of physical education there are a multitude of activities that uniquely encompass such value concepts as sportsmanship, honesty, self-control, self-appraisal, respect for others, cooperation, responsibility, leadership, and followership. To help a child become a unified and integrated individual, the physical educator must teach some of the above concepts as well as the actual physical skills needed for activity. If the value concepts are directly incorporated into physical education units, a contribution to the formation of a child's value system can occur as a result of the child's physical education activities.

The physical education profession has professed to incorporate psychological, sociological, and aesthetic concepts into its objectives for a great number of years. It has always concerned this writer that these concepts are often neglected or

unable to be verified by evaluative means as being a part of physical education. The creation of more valid and reliable measures of some of the underlying causes of overt behavior could greatly benefit the child and teacher. The existence of adequate measuring tools within physical education would also benefit the profession in establishing how well its objectives are met and where improvements could be made in the objectives and activity instruction.

The real core and foundation of a child's development and resulting behavior revolve around his maturing value structure. This writer chose to undertake the following study because of her concern for the need of adequate measuring tools for values as related to physical education. The study was also undertaken to attempt to aid in the establishment of some means of verification for the attainment of the professional objectives at the high school level that are psychological, sociological, and aesthetic in nature. These objectives may not be the foundation of the physical education discipline, but this writer believes that they are absolutely necessary for physically educating a unified and integrated individual.

CHAPTER II

STATEMENT OF PROBLEM AND

DEFINITION OF TERMS

STATEMENT OF PROBLEM

This study was conducted to develop a values inventory for high school girls which would measure selected psychological, sociological, and spiritual values as related to physical education. The validity of the values inventory was evaluated by a panel of judges. The reliability of the values inventory was determined by administering the inventory to high school girls at two different times and correlating their scores on the two administrations.

DEFINITION OF TERMS

Nature of Value-Attitude-Opinion

Investigation reveals that there is considerable confusion as to the actual meaning of such words as value, attitude, and opinion. The terms frequently have been used interchangeably by psychologists, sociologists, social psychologists and educators. (17, 34) This writer will attempt to discuss a few of the definitions that have been used in the past and to clarify the meanings that will be accepted for use within this study.

Value. The term value is used frequently in the literature, yet definitions are scarce and imprecise. (11) In Values in Sports it is stated that the:

. . . most general definition of value is preference: that which is preferred by the organism has value, it is sought by the organism, it initiates adient behavior. Value thus has a striving, directional, dynamic character. (2:20)

Values have been said to give direction and meaning to life and to evolve from the experiences of the individual. If an individual freely chooses from alternative, is happy with his choice and acts repeatedly in terms of having made the choice, he is said to have developed a value. A value is something desirable and thus is capable of influencing decisions and evoking emotional response. It is a concept which can be explicit or implicit and characteristic of a group as well as of an individual. Kohlmann summarized these ideas when she wrote:

. . . values are concepts of desirable objects and conditions, which are synthesized from an accumulation of experiences and which tend to endure through time. Regardless of whether they are explicit or implicit values, they influence perception, attitudes, and overt acts. Values may be positive or negative. occurring in patterns or forming a hierarchy in which some values serve as means to an end while others serve as ultimate ends. (48:822)

English and English (5) pull several of the above concepts together when they refer to value as being the degree of worth of an experience or object, an implicit or abstract concept that describes the desirable means to an end or the goal or goals of the individual. Involved in all definitions are the ideas that

a value is important to human existence, is a concept that gives meaning and direction to life and thus, has a cognitive and affective dimension.

Attitude. The use of the term attitude in scientific literature did not become prevalent until the early 1900's. Its increased usage has led it to become another term that has been given many different definitions. One of the concepts most frequently discovered is that an attitude is an idea, disposition, or mental readiness within the individual which determines overt behavior toward an object of reference. The object of reference can be abstract or concrete. (1, 5, 10, 14, 17, 33, 44, 51) Shaw and Wright said:

. . . attitudes are relational, and second, their referents are specific. That is, an attitude is a characteristic which implies a type of relationship between the person and specific aspects of his environment. Third, attitudes differ from many other personality constructs in their possession of an evaluative function. Fourth, attitudes, rather than being overt responses, serve as predispositions to respond overtly. (11:4)

Thus, the dimensions of an attitude are that it is evaluative; qualitative in that it can be positive or negative and fall on a continuum; is learned through interaction with social objects; and it has varying degrees of definiteness as to the number and kinds of objects that are referents. Thurstone has defined attitude in a concise way that has been frequently quoted. He has said:

The concept 'attitude' will be used here to denote the sum total of a man's inclinations and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic. (13:6-7)

When discussing attitude Symonds remarked on the number of existing definitions in the following way:

Seven different meanings to the term attitude may be found in the writings of educators and psychologists. (1) Attitude refers to the great organic drives more familiarly known as purposes or motives. (2) Attitude refers to muscular set or adjustment. (3) Attitude refers to generalized conduct. (4) Attitude refers to neural set or readiness to make certain reactions. (5) Attitude refers to the emotional concomitant of action. (6) Attitude refers to the feeling concomitant of action. (7) Attitude refers to certain verbal responses indicating liking or disliking, acceptance or rejection. . . . The conclusion is that attitude is not a term used to refer to a special kind of reaction but is a name which either duplicates what is already known as habit or skill, or is a term which is used to refer to particular features - the readiness or the affective side - of reaction units. (67:200-201)

Relationship of value and attitude. The relationship between the terms value and attitude is so close that it is not surprising that they are used synonymously quite often. The most common distinction between the two terms is that a value is the object of reference of an attitude. As stated by Droba:

One of the indispensable components of an attitude is the object of reference. It is a concrete goal toward which an attitude is directed. It is the point with reference to which a man becomes disposed so that he can act for or against it whenever the appropriate motive presents itself. In fact, an object of reference is the center around which the attitudinal feelings will form a net of an integrated whole.

The object of reference may also be called a value. This value may be of at least three kinds depending on

the type of attitude. If the attitude is unfavorable, the value will become negative; if the attitude is of a medium sort, the value will be medium; and, if the attitude is favorable, its value will be a positive one. (33:454)

Opinion. While some investigators find it difficult to separate opinion from attitude most define opinion as the expression of an attitude and the indicator of the disposition to respond. Remmers (10), Thurstone (12), and Droba (33) agree that an opinion symbolizes an attitude.

Terms as Defined for Use in This Study

Value. A value is an explicit or implicit, positive or negative concept that influences perception and behavior.

Attitude. As adapted from Thurstone's definition (13): An attitude is an idea or feeling, emotional disposition and mental readiness toward a frame of reference or concept that determines overt or covert behavior.

Opinion. An opinion is the symbol of an attitude, which in turn is toward a value.

Psychological. Psychological concepts in this study are all attributes, traits, emotions, and concepts which are concerned with an individual's mind.

Sociological. Sociological as used in this study means the feelings and functions of an individual as related to other human individuals or groups.

Spiritual. Spiritual aspects are the real meaning of an individual's experiences in terms of the temperament and disposition of that person's mind to the experiences.

Sportsmanship-fairplay. Sportsmanship-fairplay is defined here as the complete acceptance of and adherence to all rules, regulations, and standards governing physical education activities.

Cooperation. Cooperation refers to the ability to work with other people for a common benefit or goal.

Leadership. Leadership means the ability to guide, conduct, control, and influence a group of people.

Followership. Followership is interpreted as the ability to accept the opinions, guidance, directions, and influences of other people.

Respect-acceptance of others. Respect-acceptance of others is defined in this study as the ability to regard, recognize, and show consideration of the abilities and personalities of other people.

Honesty-trustworthiness. Honesty-trustworthiness means the ability to display integrity, truthfulness, dependability, straightforwardness, and reliability in all aspects of one's actions and thoughts.

Responsibility. Responsibility is defined as the ability to successfully perform tasks, duties, requests, and all obligations that are a part of one's life.

Self-control, self-discipline, self-appraisal. Self-control, self-discipline, and self-appraisal refer in this

study to the ability to pattern and plan one's life for the constant improvement of, and acceptance of, one's abilities and potential.

Aesthetic-appreciation of beauty. Aesthetic-appreciation of beauty means to be responsive, perceptive, and aware of the beauty surrounding one in all aspects of life.

Happiness-enjoyment of activity. Happiness-enjoyment of activity is a feeling of pleasure, satisfaction, and joy evoked by anything in a person's life.

CHAPTER III

REVIEW OF LITERATURE

Through a general review of the literature in the area of psychology, sociology, social psychology, and education it became apparent to this writer that it was necessary to limit the survey of literature to value and attitude research as relevant to physical education. Within physical education little has been done in terms of values and a great deal has been done in the area of attitudes toward physical education or specific activities. (76) This writer will attempt to clarify the types of available measurement techniques in value and attitude research and to review the value and attitude research that has been done relevant to physical education.

MEASUREMENT TECHNIQUES

Kenyon (44) has said that the measurement of attitudes or values depends upon some response or behavior on the part of the subject. Bain said: "The best general method is the statistical treatment of indirect evidences of overt behavior in carefully defined or experimentally controlled situations." (17:957) The techniques for observing and analyzing the overt response symbolic of an attitude toward a value are numerous. They include observations, interviews, rating forms, check lists, rank order

forms, life-history documentations, case methods, questionnaires, and a variety of more specific scale methods.

Remmers (10) has discussed the use of a scale where the subject can write or say what he wants in relation to the stimulus rather than having to choose from several answers or rank possible answers. Guttman (36) developed a scale analysis technique to see if a total group of items can be scored and scaled in such a way that an individual's response to a specific item could be reproduced from the data of the group scale. The two most frequently used techniques are the Thurstone-Chave equal appearing intervals scale and the Likert summated ratings scale. Thurstone developed his method with Chave in 1929 and Likert developed his technique in 1932.

Thurstone-Chave Technique

Thurstone-Chave's equal appearing interval technique involves the selection and editing of statements relevant to the concept being tested. The items are then given to a panel of judges who sort them into nine or eleven categories ranging from extremely favorable to extremely unfavorable. The judges do not sort according to their personal opinion but according to the degree of unfavorableness or favorableness of the statement. A scale value is then computed for each item by using the median value of the judge's ratings. Also the interquartile range of the spread of judge's responses for each item is computed. The scale value and Q values are used to determine

the selection of an item. The final scale consists of about twenty items equally spaced on the scale values and of low Q values. The individual's score on the test is the mean of the scale values of the items that the subject endorses. (12, 13, 36)

Likert Technique

The Likert summated ratings technique was the result of his analysis of the previously described Thurstone-Chave technique. Items are selected and edited and then given to the subjects who respond by disagreeing or agreeing with each item on the basis of a 5 point scale. The highest weight goes to a positive response and there are usually an equal number of positively worded items and negatively worded items. High and low groups are formed from the total scores and the response of the groups compared on the individual items. The twenty most discriminating items make up the final test form. The subject is then scored on the sum of the weights assigned to each of his responses on a 5 point response scale for each item. The elimination of the judges ratings makes this technique much less time consuming than the Thurstone-Chave technique. (36, 51)

Comparison of Techniques

Both the Thurstone-Chave and Likert techniques have been used frequently in research on values and attitudes with neither technique being judged the best one. Adams (15) took two studies

and compared the results when each one was given in the Likert form and the Thurstone-Chave form. The results showed that both methods were so close that it really is up to the tester to use the one or combination that best suits the purpose of his research. Edwards and Kenney (37) also conducted research comparing the two techniques and while a slightly higher reliability was gotten with fewer items using the Likert technique, they also concluded that either method was adequate for attitude research.

RESEARCH IN VALUES

Hazelton and Piper (40) did research on the social values of a team game and of two individual sports. They administered a questionnaire to freshman college women students who were enrolled in speedball, archery, and tennis. They tabulated the percentage of students that recorded an attitude in each activity and compared activities. They concluded that speedball students did feel more strongly on some social traits.

Kroll and Peterson (49) administered the Study of Values test to members of six football teams and concluded that the success of a team's season and the type of school they represented affected scores on the values test, especially in the social area, with the theoretical area next and the economic variables last.

Waltner (89) used the Study of Values test in studying attitudes toward modern dance. Sportsmanship as a value

in physical education was also studied by Haskins (39) who created reliable and valid alternate forms of a sportsmanship test. McAfee (52) studied sportsmanship in sixth, seventh, and eighth graders using the Sportsmanship Preference Record. Johnson (41) constructed alternate form sportsmanship attitude scales. Form A had a reproducibility value of $r = .81$ and Form B had $r = .86$. Empirical validity correlation coefficients of $-.01$ to $.43$ were found between test scores and behavior ratings.

Clevett (30) concluded from the results of his study that the value of honesty can be changed in a physical education program over a three-month period.

Spence (88) attempted to identify the underlying values of physical education by using a correspondence survey with 198 selected physical educators. The values were determined from a documentary analysis of the responses.

White (90) selected moral and spiritual values and had judges rate them as to their potential for development within physical education. On the basis of a study of three classes, it was concluded that there were opportunities for the development of the values within the physical education classes and that the students were aware of the values sought.

Galloway (79), Rockwood (85), Mercer (81), and Ramsey (84) also conducted value related studies that will be discussed later in this chapter.

RESEARCH IN ATTITUDES

Questionnaire Technique

Baley (19), Bullock (25), Kistler (47), Smith (65), and Weidamann (74) all did questionnaire studies at the college level. Respectively the results indicated support for a ten-minute isometric exercise program at the beginning of physical education classes, favorable attitude toward the required program, an awareness of the health, social and ethical values of the program, and again in the latter two studies a favorable attitude toward the required program was expressed by the subjects.

Baker (18) conducted a study on factors affecting participation in physical education of girls and women from 15 to 25 years of age. It was discovered that activity habits modified with age due to social and physical factors and that the occupational environment also affected participation. Attitudes toward activity do not affect participation as much as they reflect the influences of other factors affecting participation.

Skubic (63) discovered a very strong favorable attitude toward little league and middle league baseball on the part of the parents of participants. Nelson (59) found that in response to his questionnaire there was a difference in attitude toward physical education on the part of boys excused to participate in a high school ROTC program and those in regular physical education classes.

Anderson (16), O'Brien (82), and Canning and Mayer (28) found a favorable attitude toward physical education at the high school level. Respectively they concluded that there was a relationship between personality variables and the attitude toward physical education of high school boys and girls, and there was a favorable attitude of obese high school girls toward physical education. In the latter case the attitudes did not affect weight loss.

Likert Technique

Edgington (35) constructed an attitude scale for high school boys using the Likert technique of internal consistency and a modification of the Likert technique for presentation. He obtained a reliability coefficient of correlation of .92 using split-half and the Spearman-Brown formula and found that the high school boys had a favorable attitude toward physical education.

At the college level Kappes (43), Kenyon (44), and Smith and Bozymowski (64) have all done attitude research using the Likert technique. Kappes (43) created a reliable and valid inventory that illustrated that when a student was interested in an activity his attitude plus the carry-over values of the activity were good. Kenyon (44) developed a form for women and one for men incorporating six dimensions of activity and found them to be both reliable and valid. Smith and Bozymowski (64) found that subjects having a favorable attitude towards warm-ups performed better on an obstacle course if given warm-ups, than if they were denied warm-up activity.

McPherson and Yuhasz (55) created an inventory for assessing the attitude of men toward physical activity and exercise. The inventory was given to male members of a high school faculty who expressed an unfavorable attitude with the exception of the male physical education faculty who had a favorable attitude.

Plummer (83) created an attitude inventory for college women that would assess the factors that influence college women's attitudes and interests in physical education. The Likert technique was used in conjunction with two questions and a rating by the subject's instructor. It was found that competition from other areas, finances, personal response to class group, physical appearance, physical education background, the facilities, and the chance for an elective within the requirement all affected the attitudes toward physical education. The study also indicated no relationship between motor ability scores and attitude as measured by her inventory.

Mista (56) created an inventory by revising the Plummer inventory. A reliability coefficient of $r = .90$ was established and the inventory was administered to 1,126 freshman college women enrolled in the private four-year college of Iowa, with an accompanying questionnaire on their backgrounds in physical education. There was a significant difference in the attitudes of girls living on farms and those not living on farms, those from small high schools versus those from large high schools, those earning interscholastic letters and those not earning interscholastic letters, those in teaching careers, and those

not in teaching careers, and those rating themselves above average in skill versus those rating themselves below average in skill.

Two of the most frequently used attitude inventories in physical education are the Wear Physical Education Attitude Inventory and Wear Equivalent Forms Physical Education Attitude Scales. The Wear Physical Education Attitude Inventory (72) is reliable ($r = .98$) and measures the direction and intensity of individual and group attitudes toward physical education as an activity course at the college level. Wear used the Likert technique in constructing the inventory. Wear (71) later created two equivalent forms calling them Physical Education Attitude Scales. He again used the Likert technique and had approximately thirty items in each form. Form A had a reliability coefficient equal to .94 while that for Form B was .96. The Pearson product-moment correlation obtained between the scores on the two forms was .96. Wear constructed the forms to be used for appraising attitude changes after brief experiences related to physical education.

At the junior and senior high school level Campbell (27) and Costello (77) completed studies using one of the Wear Physical Education Attitude inventories. Campbell (27) found junior high school boys had a favorable attitude toward physical education. Costello (77) found that students from accredited high schools had a more favorable attitude toward physical education than those from non-accredited high schools.

At the college level many studies have been undertaken using both of the instruments created by Wear. Broer, Fox, and Way (22), Casady (11), Vincent (68, 69), Keogh (46), Broer (21), and Wessel and Nelson (73) all have used the Wear Physical Education Attitude Inventory in their research. Broer, Fox, and Way (22) found a favorable attitude among freshmen and sophomore University of Washington students. Casady (11) found that his subjects increased the favorability of their attitude toward physical education by being exposed to taped lectures on the objectives of physical education. Vincent (68, 69) found physical education attitudes related to success and the contributions of physical education to the physiological-physical values as being the highest of the values examined. Keogh (46) found no significant difference in the participation and attitudes of the extremely high and extremely low skill groups used in his study. Broer (21) found a basic skills course to have a slight affect on the attitude of her subjects in comparison to students enrolled in the regular required program. Wessel and Nelson (73) found that women subjects at Michigan State University had a very favorable attitude toward physical education and that there was a significant correlation between back strength and attitude.

Campbell (26), Bell and Staff (20), Brumbach and Cross (24), Keogh (45), and Brumbach (23) all have done research utilizing the Wear Physical Education Attitude Scales. Form A was used more frequently than Form B. Campbell (26) concluded

that the subjects' high school, college interests, or activity preferences did not affect their attitude toward physical education at the University of Texas. Bell and staff members at the University of Michigan (20), while evaluating their college physical education program, found that freshmen were more active outside of class than seniors and that individual activities were always pursued outside of class. Brumbach and Cross (24) found that freshman men at the University of Oregon had a favorable attitude toward physical education. Keogh (45) wanted to assess whether students differed in their attitudes toward general benefits of physical education and if men and women differed in this respect also. All subjects had a favorable attitude and men and women did not differ in their attitudes towards the general benefits of physical education. Brumbach (23) found a more favorable attitude in subjects that received more individual attention in class.

Mayer, Mitchem, and Bell (58) modified the Wear Attitude Inventory for use at Northern Illinois University. Their study revealed a preference for individual activities, a need to evaluate the methodology and objectives of the required program, and a favorable attitude toward physical education.

Allerdice (75) and Ray (85) have used the Kneer adaptation of the Wear inventory for the high school level. Allerdice (75) found that the twenty subjects with the highest attitudes toward physical education had a significantly higher degree of

fitness than did the twenty subjects with the most negative attitudes. Ray (85) compared the attitudes of high and low fitness groups and their parents. She concluded that both the high group and their parents had more favorable attitudes toward physical education than the students and parents of the low group.

Thurstone-Chave Technique

Dawley (31) observed behavior in grades three through six and related the observations to scores on a paper-pencil test constructed by the Thurstone-Chave technique. Even though the correlations were low, they were positive in the direction of the observed behavior being the same as the predicted behavior, as seen on the test.

Carr (29) conducted research on success and attitudes in high school girls, similar to the Vincent studies (68, 69) cited earlier for the college level. An attitude rating scale was formulated using the Thurstone-Chave method. From the study Carr concluded that a high school girl's attitude toward physical education does influence her success in physical education. She found further that motor ability and intelligence were also determiners of success.

Nemson (60) constructed a questionnaire using the Thurstone-Chave technique. He found that in general high school boys with a favorable attitude toward physical education are annoyed by different things than boys with an unfavorable attitude toward physical education.

Richardson (61) constructed an equal-intervals attitude scale related to fitness and exercise. He had nineteen items in each of his two forms and got a test-retest reliability coefficient of .83 and a parallel forms correlation of reliability of .87. He used a judges' panel for validation purposes.

Hickman (80) incorporated the Richardson (61) attitude toward physical fitness and exercise scale into his research on college students. He concluded that men and women physical education majors had higher positive attitudes toward exercise and fitness than liberal arts students. Men physical education major students were more active than graduate students, liberal arts students, and women physical education major students.

Moore (57) used an attitude scale constructed according to the Thurstone-Chave method to analyze attitude scores toward physical activity as a means of recreation for college women. She found a highly favorable general attitude toward activity, but a low score on amount of time spent in activity due to time pressures of college work and companionship.

Stalnaker (66) conducted an extensive study of the attitudes of faculty, students, college and university presidents, University of Minnesota athletes, high school executive, newspaper editors, parents of athletes, alumni, and selected general public representatives toward intercollegiate athletics. The scale used was constructed according to the Thurstone-Chave technique. Generally all subjects were in favor of

intercollegiate athletics but the degree of favorability was found to be in the following order: athletes, parents of athletes, undergraduate students, editors, general public, alumni, parents of non-athletes, high school executives, graduate students, faculty, and college and university presidents.

Thurstone-Chave and Likert Combination Technique

McCue (53) constructed an instrument to measure individual and group attitudes toward intensive competition in team games. She chose her items according to the Thurstone-Chave method and used Likert's method of presentation. She classified her statements into personality development, human relationship, public relations, physical development, skill development, recreation, and safety categories. She obtained rank difference correlation coefficients of .82 or above for the first five areas mentioned. The revised form had not been administered to determine reliability scores.

Scott (62) compared the attitudes of teacher, parents, and administrators toward intense competition in team games for the elementary aged child. She used a revision of the instrument devised by McCue. (53) She concluded that while all groups showed a favorable attitude there was still a wide range of opinion with parents evidencing the most favorable and administrators the least favorable attitude. The men were more favorable in their attitude than the women and people who had

experience with competition tended to be quite favorable toward competition at the elementary level.

McGee (54) analyzed the attitudes of parents, teachers, and administrators toward intensive competition at the high school level. Her instrument, similar to those of McCue and Scott, was based upon an adaptation of the Thurstone-Chave and Likert techniques. The final form consisted of seventy items with subsections on personality development, recreation, physical development, public relations, health and safety, skill, and human relations. The mean score for all groups was in the positive end of the scoring scale.

Harres (38) used the McGee Inventory as the basis for the construction of a scale for a study of college students' attitudes towards women's athletic competition. The instrument had a reliability coefficient of .92 and while the sample studies had a favorable attitude, there was a large range of scores indicating differences in opinion as to the desirability of athletic competition for women.

Drinkwater (32) created an attitude inventory for high school girls with the purpose of measuring attitudes toward physical education as a career. Correlation of scores made on the two forms, created for before and after testing, resulted in an $r = .87$. Drinkwater (78) also measured the attitudes of college women toward physical education by creating a reliable and valid instrument for use with that age group.

Galloway (79) constructed an attitude inventory to measure selected sociological, psychological, and spiritual values related to physical education. In constructing the inventory she used an adaptation of the Thurstone-Chave and Likert techniques. A panel of judges ranked her items as to value indicated as well as worth in the value category. Based upon repeated administrations she found a reliability coefficient of .88. Upon using the scale with 500 college women, she found a generally favorable attitude toward physical education and no differences between the value categories.

Rockwood (86) compared freshman and sophomore college women's scores on the Galloway Attitude Inventory. She concluded that there were no differences between the attitudes of freshmen and sophomores toward physical education or between the attitudes of students enrolled in different activity courses. Generally all had favorable attitudes toward physical education.

Mercer (81) constructed an attitude inventory to measure high school girls' attitudes toward psychological, sociological and moral-spiritual values of physical education. She used the Thurstone-Chave and Likert methods and adapted items from the Galloway Inventory, Wear Inventory, McGee Inventory, and Drinkwater Inventory. The final form had a reliability coefficient equal to .92 and a validity coefficient of .74. The subjects indicated a favorable attitude toward physical education.

Ramsey (84) attempted to find out whether there was a difference between personality variables and attitudes toward physical education in highly skilled varsity players and participants in a Girls' Athletic Association program. She used the Mercer Attitude Inventory, in addition to the Edwards Personal Preference Schedule. The results indicated that GAA participants had a greater tendency towards dominance, exhibition, and leadership qualities and the varsity players had a greater tendency toward aggression. All subjects had a favorable attitude toward physical education.

Lakie (50) constructed a twenty-two item competitive attitude scale for the purpose of revealing to what degree various varsity athletes believe in the "win-at-any-cost" philosophy. Upon analysis of 228 scores, it was concluded that there were no differences in the attitudes of six varsity sport groups.

Sheehand (87) constructed a teaching model for attitude formation and change and then used the model with a soccer class. Members of a tennis class served as the control group. He concluded that attitudes could be changed when the model was used as a teaching method. The model consisted mainly of ordering events within the game.

SUMMARY

As indicated in the review of related literature, most research in attitudes and values of physical education has

sought to establish the degree of favorableness toward an activity or physical education. In every instance the subjects measured evidenced attitudes favorable to physical education. Very little research has sought the items that cause the favorability of attitude. (83) As Getzels said:

Surely it is a truism that education is not merely the dissemination of facts but a preparation for life. And preparation for life, as life itself, requires not only the technological wisdom of how to do, that is, the wisdom of means, but also the greater wisdom of what to do, that is, the wisdom of ends and of values. (4:161)

CONSTRUCTION OF THE VALUES INVENTORY

Definition of the Values to be Used

Extensive reading and investigation in values and ethics was undertaken by this writer in the areas of psychology, sociology, and physical education. Existing values and attitude scales were studied as to their construction, content, statistical treatment, and classification of subjects for appropriate test application. The preliminary work was followed by a detailed review of existing literature in values and ethics.

From a list of values obtained from the preliminary investigation and review of literature, the following values were selected for use in this study: psychological (honesty, responsibility, self-control, self-discipline, and self-appraisal); sociological (sportsmanship, cooperation, leadership, followership and respect and

CHAPTER IV

PROCEDURE

The purpose of this study was to develop a values inventory for high school girls to measure selected psychological, sociological, and spiritual values as related to physical education.

CONSTRUCTION OF THE VALUES INVENTORY

Selection of the Values to be Used

Preliminary reading and investigation, in values and attitudes, was undertaken by this writer in the areas of psychology, sociology, and physical education. Existing values tests and attitude scales were studied as to their construction, content, statistical treatment, and classification of subjects for appropriate test application. The preliminary work was followed by a detailed review of existing literature in relevant areas.

From a list of values obtained from the preliminary investigations and the review of literature, the following values were selected for use in this study: psychological (honesty-trustworthiness, responsibility, self-control, self-discipline, and self-appraisal); sociological (sportsmanship, cooperation, leadership, followership and respect and

acceptance of others); spiritual (aesthetic-appreciation of beauty and happiness-enjoyment of activity).

Construction of the Original Values Inventory Items

The Haskins (39), Galloway (79), Mercer (81), and Wear (72) studies as well as this writer's own personal teaching experiences were used as sources and guides for the situations found in the inventory items. Thurstone (12, 13) and Wang (70), who have stated desirable criteria for the construction of opinion, attitude, or value statements, were used as references for the construction of the values inventory items.

Thurstone (12, 13) states that items should reflect the present status of the subject and not a past attitude or opinion. An item should not include several concepts but be specific to one aspect that could not be endorsed by all subjects. Wang's (70) major criteria state that items should; (a) be debatable, (b) belong to the same concept variable, (c) not have several interpretations, (d) contain only one complete concept, (e) be as short as possible, and (f) contain appropriate vocabulary.

Using the cited references, this writer created 112 five-choice multiple-choice items. The number of items constructed for each category was as follows: fourteen for honesty-trustworthiness, fourteen for responsibility, five for self-control, five for self-discipline, four for self-appraisal, fourteen for sportsmanship, five for cooperation, five for leadership, four

for followership, fourteen for respect and acceptance of others, fourteen for aesthetic-appreciation of beauty, and fourteen for happiness-enjoyment of activity.

Construction of the Values Inventory to be Administered to the Subjects

A list of possible judges was decided upon by this writer and the advisor of this study (Appendix A). Letters were sent to the prospective judges asking if they would be willing to participate in the study (Appendix B). Upon receipt of a favorable answer, a folder was mailed to the participating judge which contained: (a) a letter of appreciation for participating in the study (Appendix C); (b) an instruction sheet as to how to rate the inventory items (Appendix D); (c) an item evaluation sheet for the judge's responses (Appendix E); (d) and the values inventory of the original 112 items (Appendix F).

The item evaluations of the judges were recorded on a master score sheet. Appendix G contains the master score sheet and the responses of the five judges that were tabulated for use in constructing the values inventory to be administered to the high school subjects. Two judges returned the material too late for their responses to be tabulated as a part of the study. All items that had a simple majority of agreement on both the value of the items tested, as well as the order of the responses, were incorporated into the final values inventory to be administered to the subjects of the study. Agreement with the way

the item was originally written was not necessary as long as a simple majority did agree on a value the item tested and an order of negative to positive for the responses. The form of the inventory administered to high school girls contained forty-four items and can be found in Appendix H.

ADMINISTRATION OF THE VALUES INVENTORY

Subjects

The subjects for this study were ninth, tenth, and eleventh grade high school girls from Girl's Latin High School in the city of Boston and Brookline High School in Brookline, Massachusetts.

Girl's Latin High School was chosen because it is a city school and has very large classes, fifty to eighty students per class. It was felt that the large classes would enable this writer to obtain a more typical cross section of subjects than if the inventory were administered in just the Boston suburban schools, with classes of about twenty to thirty-five students, most of whom are from similar backgrounds. Permission to administer the values inventory in Girl's Latin High School was obtained by first discussing the study with the chairman of the girl's physical education department. When it was decided that four classes could devote one day of their class time in two successive weeks, an interview was arranged with the school's principal. The purpose of the study was discussed and a copy of the values inventory was read and discussed, with this

writer, by the principal. Both the chairman of the girl's physical education department and the principal received copies of the values inventory.

Brookline High School was chosen because this writer had taught at the school and was familiar with the average class size, background of the students, and curriculum and thus knew it would be possible to have a fairly typical cross section of subjects from the school. Permission to administer the values inventory in Brookline High School was obtained by contacting the chairman of the girl's physical education department, the director of athletics and the assistant superintendent of Brookline public schools. The chairman of the girl's physical education department felt it would be possible to administer the values inventory to four classes in two successive weeks. This writer explained the purpose and content of the study to the director of athletics who then granted permission for the writer to administer the values inventory to the Brookline girls. After completing a Brookline Request for Research Privileges form and having a brief conference with the writer, the assistant superintendent of the Brookline public schools also granted permission for the Brookline girls to be administered the values inventory. A copy of the values inventory was also given to the assistant superintendent and the chairman of the girl's physical education department.

Administrations of the Values Inventory

On June 2, 1970 the values inventory was administered by the writer to four classes at Girl's Latin High School. Seventy eleventh graders, 113 tenth graders, and sixty-five ninth graders took the values inventory. The total number of subjects at Girl's Latin was 248. On June 3, 1970 the values inventory was administered by this writer to 120 ninth and tenth graders at Brookline High School. The two grades are mixed at Brookline and the subjects were enrolled in four classes. The total number of subjects in the two schools was 368.

Exactly one week later, June 9 and 10, the same classes in Girl's Latin High School and Brookline High School were administered the values inventory for a second time by this writer. In Girl's Latin High School there were fourteen eleventh graders absent, twelve tenth graders absent, and three ninth graders absent for a total of twenty-nine absentees. Two hundred and nineteen took the inventory for a second time in Girl's Latin High School. In Brookline High School there was a total of forty-five absent and thus seventy-five subjects were administered the values inventory for a second time. The total number of subjects taking the values inventory twice in the two schools was 294.

The instructions for the administrations of the values inventory and the answer sheet used for the subject's responses can be found in Appendices I and J.

TREATMENT OF THE DATA

Validity

Kenyon (44) has indicated that the establishment of the validity of an attitude type test is exceedingly difficult due to the lack of existing reference points against which new measuring tools can be compared. For purposes of this study, it was determined that face validity through use of a judges panel would be the best method for establishing the validity of the values inventory items. While the results of this type of validity rating may be open to question, it still attempts to give some kind of reference point against which the inventory items could be rated.

Reliability

The responses of the subjects were scored according to the Likert (51) technique. Each possible response has a value ranging from one to five. One represents the most negative response and five the most positive response. Using the Likert technique both first and second administration total scores for each subject were tabulated on master score sheets. These master score sheets can be found in Appendix K. Also determined were total first and second administration scores for each inventory item.

The Pearson's product-moment coefficient of correlation using raw score data was used to determine the correlation coefficient of reliability for each values inventory item. A correlation

coefficient of reliability was also calculated for the total values inventory. Using the correlation coefficients for each item a proposed revised values inventory was determined as well as a correlation coefficient calculated to determine the reliability of the total revised values inventory.

ANALYSIS OF THE JUDGES' RESPONSES

It was determined by this writer that a panel of judges would be required to rate each inventory item as to the value the item represented and to place the possible responses in a category of positive ranking. The judges' responses would then be analyzed for the purpose of establishing the validity of the inventory.

Twelve individuals chosen by this writer and the advisor of this study were originally asked to serve on the judges panel (Appendix A). Of the twelve contacted one failed to reply, two were unable to serve as judges, eight responded favorably,

CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

The purpose of this study was to develop a values inventory for high school girls which would measure selected psychological, sociological, and spiritual values as related to physical education. The validity of the inventory was based upon ratings of a panel of judges. Pearson's product-moment correlation coefficients were computed for the scores on two administrations of the inventory to determine the reliability of the total inventory as well as the reliability of each inventory item.

ANALYSIS OF THE JUDGES' RESPONSES

It was determined by this writer that a panel of judges would be requested to rate each inventory item as to the value the item represented and to place the possible responses in a negative to positive ranking. The judges' responses would then be utilized for the purpose of establishing the validity of the inventory.

Twelve individuals chosen by this writer and the advisor of this study were originally asked to serve on the judges' panel (Appendix A). Of the twelve contacted one failed to reply, two were unable to serve as judges, eight responded favorably,

and one responded favorably but at too late a date. Of the eight judges to whom the original inventory was sent for rating purposes, five responded in time for their responses to be utilized for the purpose of establishing the validity of the inventory. Two judges responded too late for their responses to be used and one judge responded that upon seeing the inventory, time did not allow completion of the item evaluations.

The responses of the five judges used in this study were compiled onto master judges' response sheets (Appendix G). An item was determined to be valid when a simple majority of the five judges (three or more) agreed on the value the item should represent and the negative to positive ranking of the available responses. Forty-four items were determined to be valid and constituted the values inventory administered to the subjects (Appendix H). The items which were valid have their item number circled in Appendices F and G. Each valid item represented the value and the response rankings given it by the majority of the judges, even if any one of these aspects differed from the way the item was originally designed by this writer.

It is apparent when reviewing the response sheets in Appendix G that for a number of items there was considerable disagreement among the judges. This writer feels that the disagreements were caused partly by the inconsistency in the type and style of the items as well as the extreme similarity found in many of the responses available for an individual item. Some of the items were

not sufficiently specific with respect to the value they represented and thus could feasibly represent several of the available values.

ANALYSIS OF THE INVENTORY ADMINISTERED TO THE SUBJECTS

Interpretation of the Inventory

The values inventory of forty-four items administered to the high school girls can be found in Appendix H. The inventory consisted of fourteen items representing the selected psychological values, fifteen items representing the selected sociological values, and fifteen items representing the selected spiritual values. The number of items for each specific value was as follows: seven for sportsmanship-fairplay; one for leadership; one for followership; six for respect-acceptance of others; seven for honesty-trustworthiness; five for responsibility; two for self-control, self-discipline, self-appraisal; three for aesthetic-appreciation of beauty; and twelve for happiness-enjoyment of activity.

The imbalance of items for the various values and the total lack of any items for cooperation was the result of too fine a delineation in the selected value areas and not enough items originally created for some of the values. If a larger number of items had been created or a broader grouping of values established, this writer believes a better proportion could have been established for each value. For example, if leadership,

followership, and cooperation had been grouped together instead of five items written for leadership and five for cooperation and four for followership, then the concept of cooperation might not have been lost totally. The cooperation value also might not have been lost if more than five items had been constructed to represent that value.

Statistical Analysis of the Inventory

The Likert (51) technique was used to score the subject's responses for both administrations of the inventory. The actual scores recorded can be found on the master score sheets in Appendix K. Although 294 subjects were administered the inventory twice, only 293 sets of papers were used for the statistical treatment of the data because one subject was unable to complete the inventory during the second administration.

Upon completion of the scoring, a Pearson's product-moment correlation coefficient between the first and second administrations of the inventory was calculated to determine the reliability of each inventory item. Table I lists each item and the obtained reliability coefficient grouped under its appropriate value heading. The Pearson's product-moment correlation coefficients for the individual item reliabilities ranged from $r = .20$ to $r = .7450$.

The total inventory score for each subject was computed and a Pearson's product-moment correlation coefficient of reliability computed for the total inventory. The correlation coefficient of reliability for the total inventory was $r = .7303$. This information is presented in Table II, page 43.

TABLE I

RELIABILITY COEFFICIENTS FOR INDIVIDUAL ITEMS
IN THE VALUES INVENTORY FOR
HIGH SCHOOL GIRLS

N = 293

Value and number of items per value	Inventory item number	Reliability
<u>Psychological values (14)</u>		
Honesty-trustworthiness	16	.47
	*20	.43
	23	.50
	31	.49
	*32	.29
	35	.67
	*40	.31
Responsibility	1	.57
	11	.69
	*18	.42
	33	.58
	38	.52
Self-control, self-discipline self-appraisal	9	.33
	37	.33
<u>Sociological values (15)</u>		
Sportsmanship-fairplay	5	.50
	12	.44
	13	.45
	25	.36
	*28	.33
	*39	.33
	41	.50
Leadership	30	.61
Followership	29	.51
Respect-acceptance of others	8	.53
	15	.46
	*19	.35
	*22	.34
	34	.56
	*42	.31

TABLE I (continued)

Value and number of items per value	Inventory item number	Reliability
<u>Spiritual values (15)</u>		
Aesthetic-appreciation of beauty	4	.48
	6	.37
	*43	.20
Happiness-enjoyment of activity	2	.70
	3	.53
	7	.74
	10	.59
	14	.61
	17	.64
	21	.54
	*24	.36
	*26	.44
	*27	.47
	*36	.46
	44	.66

* Items eliminated from the forty-four item inventory to create the thirty item revised inventory.

TABLE II

RELIABILITY COEFFICIENTS FOR THE TOTAL SCORES
OF THE ORIGINAL VALUES INVENTORY AND THE
REVISED VALUES INVENTORY

N = 293

Inventory	Number of Items	Reliability
Original inventory	44	.7303
Revised inventory	30	.7450

ANALYSIS OF THE REVISED VALUES INVENTORY

Interpretation of the Revised Inventory

A thirty item revised values inventory was created by eliminating fourteen items with low correlation coefficients from

This writer feels that the large range and relatively low item reliability correlation coefficients as well as the low total inventory reliability correlation coefficient were indicative of some of the problems also expressed by the judges. The individual item's responses were inconsistent and often did not clearly delineate enough one from the other. The subjects, therefore, found it very hard to be consistent in their responses on the two administrations. There also were some minor problems and a definite difference in the emotions of the subjects during the second administration. A large majority of the subjects immediately recognized the inventory as being the same inventory they had taken during the first administration. They tended to press the administrator for verification of this fact and did not approach the inventory as seriously as during the first administration. It is possible too that the apathy of the subjects toward school, because of the closing of school coming one week after the inventory was administered the second time, had an affect on the seriousness of intent and concentration level of the subjects. Several subjects had to be spoken to about just putting any answer down and quite a few were believed to have also done this without being observed by the administrator.

ANALYSIS OF THE REVISED VALUES INVENTORY

Interpretation of the Revised Inventory

A thirty item revised values inventory was created by eliminating fourteen items with low correlation coefficients from

the forty-four item inventory, while still maintaining a balance of the values being represented in the inventory. The items with an asterisk in Table I, page 41, were the items eliminated from the forty-four item inventory. These items also have their item number circled in Appendix H. The thirty item revised inventory had ten items representing each of the large value areas - psychological, sociological, and spiritual. It had five items for sportsmanship-fairplay; one item for leadership, one item for followership; three items for respect-acceptance of others; four items for honesty-trustworthiness; four items for responsibility; two items for self-control, self-discipline, self-appraisal; two items for aesthetic-appreciation of beauty; and eight items for happiness-enjoyment of activity.

Statistical Analysis of the Revised Inventory

A total score on the revised inventory was computed for each subject and can be found on the master score sheets in Appendix K. A Pearson's product-moment correlation coefficient of reliability of $r = .7450$ was computed for the revised inventory and can be found in Table II, page 43. The difference between the correlation coefficients of the total values inventory and the revised inventory is only .0147 as can be seen in Table II.

The elimination of some of the items with low correlation coefficients of reliability enabled this writer to increase the reliability very minimally on the revised values inventory. The

deletion of the low items made the inventory short enough so that there were not enough items in total to help balance out the low individual items that had to be retained to establish a balance in the value areas being evaluated. The elimination of some items did enable this writer to create an inventory with an equal balance between the number of items representing the selected psychological, sociological and spiritual values.

SUMMARY

In summary, the purpose of the study was to create a values inventory for high school girls to measure selected psychological, sociological, and spiritual values as related to physical education. The original 112 items were sent to a panel of five judges who established validity for forty-four items. The forty-four item values inventory administered to the subjects then had Pearson's product-moment correlation coefficients computed for each item's reliability and for the reliability of the total inventory. The item correlation coefficients of reliability ranged from $r = .20$ to $r = .74$. The total inventory had a reliability correlation coefficient of $r = .7303$. A revised inventory of thirty items was created by eliminating some items with low reliabilities from the forty-four item inventory. The reliability correlation coefficient for the total revised inventory was $r = .7450$.

CHAPTER VI

SUMMARY AND CONCLUSIONS

SUMMARY

The purpose of this study was to develop a values inventory for high school girls to measure selected psychological, sociological, and spiritual values as related to physical education.

The psychological values selected were honesty-trustworthiness, responsibility, self-control, self-discipline, and self-appraisal. Values this writer felt to be sociological in nature were sportsmanship-fairplay, cooperation, leadership, followership, and respect and acceptance of others. Aesthetic-appreciation of beauty and happiness-enjoyment of activity were chosen to represent the spiritual values. One hundred and twelve five-response multiple-choice situations indicative of the values selected were created by the investigator.

Twelve people who are leaders in the physical education profession were chosen by this writer and the advisor of this study to be asked to serve as judges. The inventory items were returned by five of the people who agreed to serve as judges for the purpose of establishing item validity. The forty-four items that received a simple majority agreement (three out of five),

not only on the value the situation tested, but also the ranking of the responses from the most negative to the most positive, were included in an inventory form to be administered to high school girls.

The forty-four item values inventory was administered to high school girls in the Girl's Latin High School of Boston and Brookline High School in Brookline, Massachusetts. Three hundred and sixty-eight high school girls took part in the first administration and 294 of these high school girls were administered the values inventory a second time, exactly one week after the initial administration. One subject was unable to complete the inventory during the second administration, so all analyses of the inventory responses were done on the papers of 293 subjects.

The Likert (51) technique was used to score each subject's responses. In this technique each response can receive a score of from one to five. One is for the most negative response and five for the most positive response. Using the raw data formula for Pearson's product-moment correlations, reliability correlation coefficients, based upon test-retest data, were computed for each inventory item and for the total values inventory. The range of reliability correlation coefficients for the individual items was $r = .20$ to $r = .74$. The reliability correlation coefficient for the total values inventory was $r = .7303$.

Maintaining a balance of items for each of the selected values areas, a revised thirty item inventory was created by

eliminating fourteen items with low correlation coefficients of reliability. A reliability correlation coefficient of $r = .7450$ was then computed for the revised values inventory.

CONCLUSIONS

Within the limitations of this study the following conclusions have been drawn by this writer:

1. When creating a values inventory a larger number of items must be created, than were developed in this study, or broader groupings of values must be established to achieve a balanced inventory.
2. When creating an inventory item for a value, the value must be very specifically and concisely delineated so that the item cannot also represent some other value.
3. Multiple choice responses must be clear, concise, and specifically delineated from each other.
4. The subjects were able to recognize the inventory given them during the second administration as being the same inventory given them during the first administration. This writer concludes that a period of longer than a week should be used when a test-retest method of establishing reliabilities is employed by an investigator.
5. The forty-four item values inventory and the revised thirty item values inventory created in this study,

while having relatively low reliability correlation coefficients, are feasible measuring tools for the values selected for this study.

RECOMMENDATIONS FOR FURTHER STUDY

This writer would like to make the following recommendations for possible further study:

1. The original 112 items found in this study could be revised and refined and sent to a larger judges' panel so that an inventory of more items or two inventories could be established.
2. The inventories found in this study could be adapted for use at age levels other than high school.
3. The inventories found in this study could be used to compare
 - (a) the values held or developed by team sports persons in comparison to those held or developed by participants in individual sports;
 - (b) the values of highly skilled individuals to the values of poorly skilled individuals;
 - (c) competitive sports participants' values development as compared to the values development of non-competitive or recreational sport participants;
 - (d) the values held or developed by physical

education class participants in comparison to the values held or developed by individuals excused from physical education classes.

4. The inventories in this study might also be used to compare the values of students who are discipline problems to the values of students who are not discipline problems.

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APPENDICES

People Asked to Serve as Judges

PEOPLE ASKED TO SERVE AS JUDGES

Mr. Catherine L. Allen, Dean
Boston-Heave College of Northeastern University
Boston, Massachusetts 02115

Mr. John F. Galloway, Chairman
Department of Physical Education
University of North Carolina at Greensboro
Greensboro, North Carolina 27412

Mr. Edward M. Glaser, Chairman
Edward Glaser and Associates
Alhambra Center, Suite 610
3000 Wilshire Boulevard
Los Angeles, California 90024

Mr. Laura J. Huelster
Department of Physical Education for Women
University of Illinois
Urbana, Illinois 61801

APPENDIX A

People Asked to Serve as Judges

Mr. Don E. Jensen
2001 Washington Drive
Madison, Wisconsin 53713

Mr. Gerald S. Kenyon
Department of Physical Education
University of Wisconsin
Madison, Wisconsin 53715

Mr. Clifford G. Lewis, Chairman
Department of Physical Education for Women
University of Georgia
Athens, Georgia 30601

Mr. Kathryn Luttgens, Chairman
Department of Physical Education for Women
Boston-Heave College of Northeastern University
Boston, Massachusetts 02115

Mr. Minnie L. Lynn
1000 Spring Avenue, N. E. #305
Canton, Ohio 44704

PEOPLE ASKED TO SERVE AS JUDGES

*Dr. Catherine L. Allen, Dean
Boston-Bouve College of Northeastern University
Boston, Massachusetts 02115

*Dr. June P. Galloway
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Greensboro, North Carolina 27412

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Dr. Laura J. Huelster
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Dr. Ann E. Jewett
2850 Kingston Drive
Madison, Wisconsin 53713

*Dr. Gerald S. Kenyon
Department of Physical Education
University of Wisconsin
Madison, Wisconsin 53715

*Dr. Clifford G. Lewis, Chairman
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University of Georgia
Athens, Georgia 30601

*Dr. Kathryn Luttgens, Chairman
Department of Physical Education for Women
Boston-Bouve College of Northeastern University
Boston, Massachusetts 02115

*Dr. Minnie L. Lynn
1801 Spring Avenue, N. E. #305
Canton, Ohio 44714

*Dr. Betty F. McCue, Chairman
Department of Physical Education for Women
University of Oregon
Eugene, Oregon 97403

*Dr. Celeste Ulrich
Department of Physical Education
University of North Carolina at Greensboro
Greensboro, North Carolina 27412

Dr. Earle F. Zeigler
213-A Huff Gymnasium
University of Illinois
Champaign, Illinois 61820

*The judges who participated in the study.

LETTER AND POSTCARD SENT TO THE
PROSPECTIVE JUDGES

73 Charlesbank Road #303
Newton, Massachusetts 02158
April 22, 1970

Dr. Gerald S. Kenyon
Department of Physical Education
University of Wisconsin
Madison, Wisconsin 53715

Dear Dr. Kenyon:

In partial fulfillment for my master of science degree from
The University of North Carolina at Greensboro, I have chosen
to do a thesis under the advisement of Dr. Gail Dennis entitled
"The Development of a Values Inventory for High School Girls
to Measure Selected Psychological, Sociological, and Spiritual
Values as Related to Physical Education." I have chosen this
topic because I feel that there is a need for more related test
instruments in the area of physical education's psychological,
sociological, and spiritual values.

APPENDIX B

Letter and Postcard Sent to the
Prospective Judges

I have constructed a values inventory and am now very interested
in trying to obtain face validity from the results of a group
of judges' ratings of the test items. I am writing to inquire
as to whether you would be interested and willing to serve as one
of the judges? It would involve reading my inventory and rating
each question as to what type of value you feel it is testing and
entering the possible answers on a negative to positive scale.

I sincerely hope you will find it possible to participate in this
phase of my study. I have enclosed a self-addressed postcard for
your convenience and would greatly appreciate a reply within ten
days. Thank you for your attention to this letter.

Sincerely,

Jocelyn Leather

LETTER AND POSTCARD SENT TO THE
PROSPECTIVE JUDGES

73 Charlesbank Road #302
Newton, Massachusetts 02158
April 22, 1970

Dr. Gerald S. Kenyon
Department of Physical Education
University of Wisconsin
Madison, Wisconsin 53715

Dear Dr. Kenyon:

As partial fulfillment for my master of science degree from The University of North Carolina at Greensboro, I have chosen to do a thesis under the advisement of Dr. Gail Hennis entitled "The Development of a Values Inventory for High School Girls to Measure Selected Psychological, Sociological, and Spiritual Values as Related to Physical Education." I have chosen this topic because I feel that there is a need for more related test inventories in the area of physical education's psychological, sociological, and spiritual objectives.

I have constructed a values inventory and am now very interested in trying to obtain face validity from the results of a group of judges' evaluations of the test items. I am writing to inquire as to whether you would be interested and willing to serve as one of the judges? It would involve reading my inventory and rating each question as to what type of value you feel it is testing and rating the possible answers on a negative to positive scale.

I sincerely hope you will find it possible to participate in this phase of my study. I have enclosed a self-addressed postcard for your convenience and would greatly appreciate a reply within ten days. Thank you for your attention to this letter.

Sincerely,

Jocelyn Leathem

RETURN POSTCARD

Miss Jocelyn Leathem
73 Charlesbank Road #302
Newton, Massachusetts 02158

APPENDIX C

Agreed to be Judges

— I would be interested and willing to be
on your judges' panel.

— I am sorry but I cannot serve as a member
of your judges' panel.

Signed _____

LETTER SENT TO THE PEOPLE WHO
AGREED TO BE JUDGES

73 Charlesbank Road #302
Newton, Massachusetts 02158
May 4, 1970

Dr. Gerald S. Kenyon
Department of Physical Education
University of Wisconsin
Madison, Wisconsin 53715

Dear Dr. Kenyon:

Thank you so much for your reply and willingness to serve
as one of our judges. Enclosed are an instruction sheet,
an item evaluation sheet, the values inventory, and a
self-addressed return envelope. I appreciate the fact
that this is a busy time of year and yet I hope you will
find it possible to complete the evaluations by
May 15th.

APPENDIX C

Letter Sent to the People Who
Agreed to be Judges

Thank you for your time, interest, and participation in
this phase of my study.

Sincerely,

Jacelyn Leathers

LETTER SENT TO THE PEOPLE WHO
AGREED TO BE JUDGES

73 Charlesbank Road #302
Newton, Massachusetts 02158
May 4, 1970

Dr. Gerald S. Kenyon
Department of Physical Education
University of Wisconsin
Madison, Wisconsin 53715

Dear Dr. Kenyon:

Thank you so much for your reply and willingness to serve as one of my judges. Enclosed are an instruction sheet, an item evaluation **sheet**, the values inventory, and a self-addressed return envelope. I appreciate the fact that this is a busy time of year and yet I hope you will find it possible to complete your item evaluations by May 18th.

Thank you for your time, interest, and participation in this phase of my study.

Sincerely,

Jocelyn Leathem

INSTRUCTION SHEET

Read each item and question and on the item evaluation sheet
 mark each question as follows:

1. In the value column place the number of the value that
 you feel the item is attempting to test. The values
 and the accompanying numbers are as follows:

- 1 = Sportsmanship-Fairplay
- 2 = Cooperation
- 3 = Leadership
- 4 = Followership
- 5 = Respect and Acceptance of Others
- 6 = Honesty-trustworthiness
- 7 = Responsibility
- 8 = Self-Control-Discipline, Self-Appraisal
- 9 = Aesthetic Appreciation of Beauty
- 10 = Goodness

APPENDIX D

Instruction Sheet for the Judges

2. In the - to + answers space there are five boxes.

Place the letters of the answers (a, b, c, d, e) in
 the most appropriate order that would make them read
 from the least favorable response in the first box,
 to the most favorable response in the last box.

Example:

Item #	Value	- to + answers
1	3	a b c d e

This indicates that Item 1 is testing value 3 (leader-
 ship). 3 is the least favorable response with b, c, d,
 the ascending order of answers up to a, which is the
 most favorable response.

INSTRUCTION SHEET

Read each inventory question and on the item evaluation sheet rate each question as follows:

- I. In the value column place the number of the value that you feel the item is attempting to test. The values and the accompanying numbers are as follows:

- 1 = Sportsmanship-Fairplay
- 2 = Cooperation
- 3 = Leadership
- 4 = Followership
- 5 = Respect and Acceptance of Others
- 6 = Honesty-trustworthiness
- 7 = Responsibility
- 8 = Self-Control, Self-Discipline, Self-Appraisal
- 9 = Aesthetic-Appreciation of Beauty
- 10 = Happiness-Enjoyment of Activity

- II. In the - to + answers space there are five boxes.

Place the letters of the answers (a, b, c, d, e) in the most appropriate order that would make them read from the least favorable response in the first box, to the most favorable response in the last box.

Example:

Item #	Value	- to + answers
1	3	e b c d a

This indicates that Item 1 is testing value 3 (leadership). E is the least favorable response with b, c, d, the ascending order of answers up to a, which is the most favorable response.

ITEM EVALUATION SHEET

- | | |
|---|---|
| 1 = Sportsmanship | 6 = Honesty-Trustworthiness |
| 2 = Cooperation | 7 = Responsibility |
| 3 = Leadership | 8 = Self-Control, Self-Discipline |
| 4 = Followship | Self-Appraisal |
| 5 = Respect and Acceptance
of Others | 9 = Aesthetic Appreciation of
Beauty |
| | 10 = Happiness-Enjoyment of
Activity |

Item # Value To + Answers Item # Value To + Answers

1						19					
2						20					
3						21					
4											
5											
6						24					
7						25					
8						26					
9						27					
10						28					
11						29					
12						30					
13						31					
14						32					
15						33					
16						34					
17						35					
18						36					

APPENDIX E

Item Evaluation Sheet for the Judges

ITEM EVALUATION SHEET

1 = Sportsmanship
 2 = Cooperation
 3 = Leadership
 4 = Followership
 5 = Respect and Acceptance
 of Others

6 = Honesty-Trustworthiness
 7 = Responsibility
 8 = Self-Control, Self-Discipline
 Self-Appraisal
 9 = Aesthetic-Appreciation of
 Beauty
 10 = Happiness-Enjoyment of
 Activity

Item # Value - to + Answers Item # Value - to + Answers

1								19						
2								20						
3								21						
4								22						
5								23						
6								24						
7								25						
8								26						
9								27						
10								28						
11								29						
12								30						
13								31						
14								32						
15								33						
16								34						
17								35						
18								36						

ITEM EVALUATION SHEET

-2-

- | | |
|---|---|
| 1 = Sportsmanship | 6 = Honesty-Trustworthiness |
| 2 = Cooperation | 7 = Responsibility |
| 3 = Leadership | 8 = Self-Control, Self-Discipline |
| 4 = Followership | Self-Appraisal |
| 5 = Respect and Acceptance
of Others | 9 = Aesthetic-Appreciation of
Beauty |
| | 10 = Happiness-Enjoyment of
Activity |

[illegible]

ITEM EVALUATION SHEET

-3-

1 = Sportsmanship

2 = Cooperation

3 = Leadership

4 = Followership

5 = Respect and Acceptance
of Others

6 = Honesty-Trustworthiness

7 = Responsibility

8 = Self-Control, Self-Discipline

Self-Appraisal

9 = Aesthetic-Appreciation of Beauty

10 = Happiness-Enjoyment of Activity

Item #	Value	-	to	+	Answers	Item #	Value	-	to	+	Answers
1	10	-	10	+	10	1	10	-	10	+	10
2	20	-	20	+	20	2	20	-	20	+	20
3	30	-	30	+	30	3	30	-	30	+	30
4	40	-	40	+	40	4	40	-	40	+	40
5	50	-	50	+	50	5	50	-	50	+	50
6	60	-	60	+	60	6	60	-	60	+	60
7	70	-	70	+	70	7	70	-	70	+	70
8	80	-	80	+	80	8	80	-	80	+	80
9	90	-	90	+	90	9	90	-	90	+	90
10	100	-	100	+	100	10	100	-	100	+	100

[illegible]

ITEM EVALUATION SHEET

-4-

- 1 = Sportsmanship
 2 = Cooperation
 3 = Leadership
 4 = Followership
 5 = Respect and Acceptance
 of Others

- 6 = Honesty-Trustworthiness
 7 = Responsibility
 8 = Self-Control, Self-Discipline,
 Self-Appraisal
 9 = Aesthetic-Appreciation of
 Beauty
 10 = Happiness-Enjoyment of
 Activity

Item #	Value	-	to	+	Answers	Item #	Value	-	to	+	Answers
105											
106											
107											
108											
109											
110											
111											
112											

I would ____ would not ____ be interested in receiving
 the results of this study.

Signed _____

A VALUES INVENTORY FOR HIGH SCHOOL GIRLS
WHICH MEASURES SELECTED PSYCHOLOGICAL,
SOCIOLOGICAL, AND SPIRITUAL VALUES
AS RELATED TO PHYSICAL EDUCATION

1. During physical education class you have been made a goalie for a field hockey team. This is your least favorite position on a field hockey team.

- It really makes no difference to you what position you play.
- You will play the position but indicate a displeasure of it to your teammates.
- You will try to play the position as well as possible for the team.
- You will make no attempt to play the position because you dislike it so much.
- You will make no attempt to play the position unless the instructor speaks to you.

APPENDIX F

2. At the Values Inventory Sent to the Judges
to the phone. She asks you to be sure that all the equipment is put away and the doors shut.

- You would assume everything is all right and hurry home.
- You would quickly glance around the gym, go tell the instructor everything is all right, and hurry home.
- You would quickly check the gymnasium and doors, check out with your instructor, and hurry home.
- You would assume everything is all right, tell your instructor everything was checked, and hurry home.
- You would thoroughly check the gymnasium, shut all the doors, indicate to your instructor that things are checked, and then hurry home.

3. When playing badminton one student always tries to reach the bird for a point.

- The student should continue to always reach if she likes the shot.
- The student should continue to reach unless she knows that she has to do another type of shot if there is any chance for a point.
- The student needs to learn to have variety in her shots even if she uses the reach a little more than the other shots.

*Circled items included in final inventory.

A VALUES INVENTORY FOR HIGH SCHOOL GIRLS
WHICH MEASURES SELECTED PSYCHOLOGICAL,
SOCIOLOGICAL, AND SPIRITUAL VALUES
AS RELATED TO PHYSICAL EDUCATION

1. During physical education class you have been made a goalie for a field hockey team. This is your least favorite position on a field hockey team.
 - a. It really makes no difference to you what position you play.
 - b. You will play the position but indicate a displeasure of it to your teammates.
 - c. You will try to play the position as well as possible for the team.
 - d. You will make no attempt to play the position because you dislike it so much.
 - e. You will make no attempt to play the position unless the instructor speaks to you.
- *2. At the end of an intramural activity your instructor is called to the phone. She asks you to be sure that all the equipment is put away and the doors shut.
 - a. You would assume everything is all right and hurry home.
 - b. You would quickly glance around the gym, go tell the instructor everything is all right, and hurry home.
 - c. You would quickly check the gymnasium and doors, check out with your instructor, and hurry home.
 - d. You would assume everything is all right, tell your instructor everything was checked, and hurry home.
 - e. You would thoroughly check the gymnasium, shut all the doors, indicate to your instructor that things are checked, and then hurry home.
3. When playing badminton one student always tries to smash the bird for a point.
 - a. The student should continue to always smash if she likes the shot.
 - b. The student should continue to smash unless she knows that she has to do another type of shot if there is any chance for a point.
 - c. The student needs to learn to have variety in her shots even if she uses the smash a little more than the other shots.

*Circled items included in final inventory.

- d. The student needs to control her shots and only smash if appropriate to smash.
 - e. The student should continue to smash but experiment with other shots.
4. When watching a football game one can observe many types of movements used by the players. These movements to you are:
- a. necessary for the success of the game but show gracefulness, strength, and rhythm.
 - b. necessary but also beautiful in terms of speed, strength, rhythm, and gracefulness.
 - c. merely necessary for the success of the game.
 - d. necessary for the success of the game but have a smoothness to their execution.
 - e. necessary and interesting in how they combine grace, rhythm, strength, and speed.
- ⑤. When students graduate from high school, they must plan their own physical education movement type of experiences. Will you -
- a. not bother to plan any kind of activity.
 - b. plan to have some kind of activity on a regular weekly basis.
 - c. plan to have some kind of activity at least every month.
 - d. plan to have some kind of activity six or seven times a year.
 - e. plan to have some kind of activity maybe once or twice a year.
- ⑥. In a dance class you are asked to try to find some movements that you feel comfortable performing and that you can enjoy performing. Would you -
- a. be able to find one which would relate to some activity that you feel is not too bad.
 - b. be able to find a lot because of your enjoyment of movement and activity in general.
 - c. be able to find just a couple because of your limited enjoyment of activity.
 - d. be able to find quite a few related to activities you like.
 - e. not be able to find any such movements because of your dislike of activity.

7. While spotting at the trampoline a student sees another student making a mistake in the middle of a stunt.

- a. The student should avoid moving and remain quiet since the girl is in the middle of the stunt.
- b. The student should try to tell the instructor of the other spotters that the girl is making an error.
- c. The student should adjust herself so she is ready to spot the girl at the end of the stunt.
- d. The student should gasp and try to correct the girl making the error.
- e. The student should try to correct the girl in the midst of making the error.

8. A written quiz on the rules and strategy of softball is being given in a physical education class. Several of the students have not studied and do not know the rules or strategy of softball.

- a. The students should take the quiz.
- b. The students should claim they do not feel well but take the quiz.
- c. The students should claim they do not feel well and ask to be excused from the quiz.
- d. The students should cut the physical education class.
- e. The students should arrive late to class so they do not have time to take the quiz.

9. A physical education instructor gives her class a choice between seeing a film strip and staying indoors for activity, or going outside for a full class of tennis. Would you:

- a. try to have equal time indoors and outdoors.
- b. see the film strip and stay inside and try to go outdoors the last few minutes of class.
- c. see the film strip and stay inside.
- d. go outside for tennis.
- e. go outside for tennis and try to see the film strip the last few minutes of class.

10. There are all forms of art as well as all forms of movement. Do you feel -

- a. art and movement are two separate areas.
- b. art and movement can occasionally be combined.

- c. art and movement can be put together equally to create something.
 - d. art and movement can be put together to create something with grace, flow, color, and patterns.
 - e. art and movement can be put together to create something beautiful.
11. At the end of your physical education class the basketballs are lying all over the floor. Would you:
- a. leave them on the floor.
 - b. pick up some of the balls near you.
 - c. pick up some of the balls near you and get a friend to pick up some of the others.
 - d. leave them on the floor but suggest to a friend that she pick the balls up.
 - e. pick up all the balls.
12. A physical education instructor attempts to teach a student a better way to serve in tennis. The student's old method has been successful for her.
- a. The student should learn the better serve.
 - b. The student should not attempt the new serve except in a class situation when the instructor asks her to try it.
 - c. The student should attempt to learn the better serve but continue to practice her old serve.
 - d. The student should practice her old serve and occasionally try the new serve.
 - e. The student should not attempt the new method and continue to use the method that has worked for her.
13. During a tennis game the ball bounces on Player A's baseline. Player A is uncertain as to whether the ball was in or out.
- a. Player A should call the ball out so she receives a point.
 - b. Player A should state she is uncertain but thinks it was out.
 - c. Player A should ask Player B's opinion.
 - d. Player A should call the ball in and award a point to Player B.
 - e. Player A should state she is uncertain and suggest the point be replayed.

14. Your tennis team loses its match due to the fact that the other team has some very highly skilled players.

- a. You would congratulate the winners and comment on it being a good match.
- b. You would congratulate the winners.
- c. You would congratulate the winners and compliment them on their very good skill.
- d. You would congratulate the winners and thank them for the match.
- e. You would congratulate the winners and comment on it being a skilled match.

15. When bouncing on a trampoline do you:

- a. think about the stunt but also notice the people and sounds around you.
- b. think about the stunt but also notice the people around you.
- c. think only about the stunt you are working on.
- d. notice the wind you make and the feeling of suspension in the air first, as well as the people and sounds around you.
- e. think about the stunt and notice the people, sounds, and feelings around you.

16. The movements you have learned in field hockey classes, running-turning-stopping, have many qualities. Do you feel that they:

- a. are necessary but enjoyable requirements for graceful performance and are attractive movements to watch.
- b. are movements that have grace, charm, and beauty as well as being a necessary part of finding success in the basic movements of field hockey.
- c. are a necessary requirement that have some ease and rhythm that makes them easy to perform.
- d. are a necessary requirement to be learned to do well in physical education.
- e. are a necessary requirement that have some flow and purpose.

17. During a physical education class, the instructor appoints a different girl each day to lead exercises and help with attendance.

- a. It does not matter who is responsible, as long as the exercises are done and attendance is taken.
- b. The instructor should lead the exercises and take attendance most of the time and only occasionally use student help.
- c. The students should be given the responsibility for exercises and attendance all of the time.
- d. The instructor should let students help most of the time but occasionally lead the exercises and take attendance herself.
- e. The instructor should lead the exercises and take attendance herself.

18. If physical education were an elective course in your school, would you -

- a. choose to elect physical education as much as possible because of a real enjoyment of activity of all kinds.
- b. choose to elect physical education once or twice because you understand activity is necessary and you are beginning to like activity.
- c. choose to elect physical education several times because you really like activity.
- d. choose to elect physical education once because you understand that there is a need for activity.
- e. choose to avoid electing physical education.

19. In your gymnastic class a very highly skilled girl offers to help you at the balance beam.

- a. It does not matter to you whether or not anyone offers to help you.
- b. You would accept some help from her and indicate to her how impressed you are with her skill.
- c. You would not accept any help from her thinking she is trying to impress you.
- d. You would accept some help from her.
- e. You would not accept any help but wish you were as skilled as she is.

20. During a dance class the students are asked to explore the shapes they can create with their bodies. Would you -

- a. be unaware of classmates and aware of creating shapes with your body but not be able to picture them.
- b. notice the shapes created by your classmates and be able to picture your own creation of shapes.

- c. fail to notice classmates creations and be unaware of the shapes created by your own body.
 - d. fail to be aware of classmates reactions but be able to picture shapes created by your own body.
 - e. notice and remember the lines created by your classmates and be able to picture the shapes created by your own body.
21. In a gymnastics class, the balance beam is brought out for the first time. Everyone has a certain degree of fear when asked to perform on a four-inch wide piece of wood.
- a. Students who are afraid should not go on the beam.
 - b. Students who are afraid should force themselves to go on the beam as often as possible so as to get used to the beam.
 - c. Students who are afraid should go on the beam several times with classmates acting as spotters.
 - d. Students who are afraid should go on the beam once with the instructor as their spotter.
 - e. Students who are afraid should go on the beam a few times but only with the instructor as spotter.
22. A very poorly skilled gymnast comes to the first day of the gymnastic team tryouts.
- a. The girl's peers should not worry as to whether the girl is or is not trying out for the team.
 - b. The girl's peers should tell her she has no chance but to stay if she wants to.
 - c. The girl's peers should include her and offer to spot for her.
 - d. The girl's peers should tell her she has no chance and should leave the tryouts.
 - e. The girl's peers should encourage the girl and treat her the same way as they treat everyone else.
23. In a gymnastics class an overweight girl starts to take her turn at the balance beam. Some of her classmates call out that she will break the beam.
- a. There is no reason why the girls should not kid the overweight girl.
 - b. There is no reason why the girls should not kid the overweight girl once in awhile.
 - c. The girls should not kid the overweight girl but give her encouragement and cheer for her success.

- d. The girls should not kid the overweight girl.
- e. There is no reason why the girls should not kid the overweight girl once in awhile, but they also should encourage her occasionally.

(24.) In a golf class a student discovers how hard it is to hit the ball. Students who want to learn to play golf well should:

- a. practice several days after school.
- b. practice during an intramural hour after school.
- c. practice a little just before or just after class.
- d. practice as often as they possibly can in and out of school.
- e. practice only during class periods.

(25.) After playing volleyball games in class do you feel:

- a. you enjoyed the competition but do not care who wins or loses.
- b. that you enjoyed playing and are pleased if your team won or sorry if your team lost.
- c. that you really enjoyed playing and are very excited over the games and their outcomes.
- d. glad the class is over but not upset about having to play again in the next class.
- e. glad the class is over.

26. A class in modern dance is divided into several groups to work out a sequence of problems during class that can be put together for a class presentation. Several groups get together after awhile to fit their solutions together.

- a. The groups should try to get together as much as possible to work out the assignment.
- b. The groups should try to work quickly so they can combine at the end.
- c. There is no need for any groups to get together since it was not a part of the assignment.
- d. The assignment can be accomplished with or without combining groups so it makes no difference as to what the groups do.
- e. The groups should work independently and if there is time combine at the end only if they want to.

(27.) During a gymnastic class the same few students always appear to be left with the job of putting away the equipment.

- a. It is good that someone puts the equipment away and it really is not important as to who does it.
- b. The instructor should let a few who are willing to do the job do it all the time.
- c. If some can get away without having to put the equipment away they should go ahead and not help put it away.
- d. The instructor should have equipment crews so everyone has to do it sometime.
- e. The entire class should always help put the equipment away.

28. During a physical education class in basketball the instructor plays records as background music. If you were in this class, would you:

- a. notice the music and remember specific songs on the records.
- b. notice the music and remember how it blended with the class skills and activities.
- c. fail to notice the music at all.
- d. notice that music was being played but remember only class skills and activities.
- e. notice the background sound but mainly remember skills and class activities.

(29.) Your school's undefeated football team loses its last and biggest game by one touchdown in the last minute and a half of the game.

- a. One team won and it makes very little difference as to which team is supposed to be the best.
- b. The other team played very well and your team just had a bad day.
- c. Your school's team is a better team and lost just because of a lot of bad breaks.
- d. Your school's team is a better team but the other team happened to play better than they usually do.
- e. The other team had to play a better game to be able to win.

30. During a gymnastic meet the spectators make a lot of noise while the visiting team members are performing.
- There is no rule against this, so if they can get away with it they should continue the noise.
 - They should not make noise while anyone is performing.
 - It really is not very important whether they are or are not making noise.
 - They should make the noise only if their team is behind in points.
 - They should not make any noise during performances but applaud and cheer where appropriate.
31. A volleyball class team loses the class tournament when a team member loses the winning point for her team by catching the ball instead of volleying it.
- The team members should tell the girl that even though she made an error it was a team activity that involved them all.
 - The members of the losing team should blame the girl who caught the ball.
 - The members of the losing team should encourage the girl who caught the ball by stressing the fact that it was a team defeat which was not caused by any one person.
 - One team won and one team lost and how it happened should not be an issue.
 - The members of the losing team should blame the girl who caught the ball but say they will forgive her in time.
32. Quite a lot of time is spent on drills when learning an activity in physical education. Do you -
- really enjoy all kinds of activity and thus enjoy all the drills.
 - accept the drills and activities of physical education and feel they are not too bad.
 - feel some drills and activities are not too bad but dislike the rest.
 - dislike drills or the activity found in physical education.
 - like the activities taught in physical education and like most of the drills.

33. During a varsity baseball game one of the opponent's star players gets injured and must leave the game.
- Your team should applaud very briefly as a token of recognition, as the skilled opponent leaves the field.
 - Your team should make no note of the opponent's departure except to mention the substitution to all spectators.
 - Your team should make no note of the opponent's departure from the game.
 - Your team should applaud and cheer as a token of recognition as the skilled opponent leaves the field.
 - It does not matter whether your team does or does not give any recognition to the injured player.
34. Softball team A forgot their bats for a game with team B. Team B won the game and team A said it was only because they did not have their own bats.
- Team A should thank team B for their bats with a brief comment on the differences in bats.
 - Team A should thank team B for use of their bats and congratulate them on a good game.
 - Team A had a legitimate reason for losing the game and was right in letting it be known.
 - Team A should express their reasons to their own coach and schoolmates only.
 - Team A should thank team B for their bats with no reference to the game.
35. When outside for physical education class in the spring-time do you an hour later remember -
- your activity, automotive sounds, and such sounds as birds singing.
 - your activity and also whether it was cloudy or clear.
 - just your class activity.
 - your activity, the weather, and hearing sounds of cars or planes.
 - mostly the weather and all the sounds that were around you.
36. Your physical education instructor has offered to give extra help to anyone in her classes who would like to come after school for forty-five minutes. Would you -
- attend the extra sessions once or twice.

- b. attend the extra sessions every other time.
- c. attend the extra sessions four or five times.
- d. never attend the extra sessions.
- e. attend the extra sessions regularly.

37. During a class tennis match several friends with free periods come to watch the various games.

- a. The students should acknowledge their friends only when they first arrive, even if in the middle of a game.
- b. The students should acknowledge their friends between games and then continue to concentrate on their matches.
- c. The students should concentrate on the matches and pay no attention to their friends.
- d. The students should acknowledge their friends and chat with them while they are playing.
- e. The students should acknowledge their friends as soon as they arrive and only chat once in awhile.

38. Your physical education dance class has been divided into groups and asked to create short sequences of movement. You have several ideas but one other girl has already organized your group.

- a. You would try the other girl's ideas but try to make suggestions as to how they could be improved.
- b. You would tell your group your ideas and try to organize them so they could try your ideas.
- c. You would completely cooperate with the girl organizing the group.
- d. You would explain your ideas to your group and see if they want to try them.
- e. It really does not matter to you whether you express your ideas or not.

39. During a class tennis game the ball lands on the line on your side of the net. If you are behind by one point, you would

- a. say you think the ball was in.
- b. say you are not sure and suggest playing the point over.
- c. say you think the ball landed out.
- d. call the ball in.
- e. call the ball out.

40. A student arrives late for her physical education class. the student leader gets upset with the girl for her tardiness before seeing that the girl has an excuse.
- The tardy girl should give the leader her excuse and join the class.
 - The tardy girl should indicate she is sorry the leader did not wait to see if there was an excuse and then give her the excuse.
 - The tardy girl should get upset with the leader and then give the leader her excuse.
 - The tardy girl should get upset with the student leader and indicate that possibly she has an excuse.
 - The tardy girl should get upset with the student leader.
41. During a field hockey tournament the time schedule for games is altered due to one team's late arrival. Two real rivals have their thirty-minute game cut to twelve minutes. The game is scoreless until the last minute when a goal is scored. The losing team files a protest stating that the game was not a regulation game time wise and therefore should not affect the tournament standings.
- The issue is not important either way.
 - Both teams had an equal chance to win so the score should stand and the game count for the tournament standings.
 - The protest is definitely the right thing to do since it was not a regulation game and therefore it is not fair for the losing team.
 - A protest should not be filed but the losing team should verbally convey the fact that the game time was cut short so they never got a fair chance to win.
 - Both teams had an equal opportunity, so the score should stand and a rematch be scheduled.
42. Intramural badminton teams have been formed and a round-robin tournament organized. The teams are supposed to play their match as scheduled or default the match. One team forgot the schedule and has not played its match on time.
- The team should be given a default with a chance to play later in the tournament consolation round.
 - The team should be allowed to reschedule its match.
 - The team should have to take a default.
 - The team should be allowed to reschedule its match but with some penalty points awarded the team.

- e. The team should be allowed to reschedule its match but warned that it cannot happen again in the tournament.

43. Your physical education instructor has asked you if you would like to play on an intramural tennis team.

- a. You have no desire to do extra activity of any kind.
- b. It really does not make any difference to you whether you play or not.
- c. You enjoy tennis and some extra activity and will agree to play in the intramurals.
- d. You thoroughly enjoy a lot of extra activity and will love playing in the intramurals.
- e. You do not want extra activity but will consider the tennis.

44. Students in physical education classes have been given the responsibility of keeping their own attendance record and giving it to their instructor at the end of each week.

- a. Students should not be concerned if unaccountable absences appear on their records.
- b. Students should not worry about just a few unaccountable absences on their records.
- c. Students should always be accurate and include the appropriate excuses for absences.
- d. Students should be accurate with their records.
- e. Students should not be concerned with accurate recording of absences on their records.

45. During a class field hockey game a forward on Team A kicks the ball into the goal. The official, who did not see the player kick the ball, awards the goal. Members of both teams are aware that the ball was kicked.

- a. The player who kicked the ball should inform the official.
- b. Neither team should do anything and it is just the breaks of the game.
- c. The player who kicked the ball should say she did not kick the ball if Team B reports it to the official.
- d. Team B should report the incident and Team A agree that it happened.
- e. The player who kicked the ball and her teammates should say nothing.

46. In a tennis class you break a school racket when you hit your friend's racket by accident. Would you -
- take the racket to the instructor and explain to her exactly what happened.
 - take the racket to the instructor and explain that you think the racket was cracked at the beginning of class.
 - take the racket to the instructor and say you think it broke when you accidentally hit a friend's racket.
 - take the racket to the instructor and say it was your friend's fault, since her racket was in the way.
 - take the racket to the instructor and make no comment on how it broke.
47. If you were a member of a jogging club, would you prefer to:
- run indoors as frequently as out of doors.
 - run on an indoor track.
 - run indoors only when forced to by weather.
 - run just on an outside track.
 - run on an indoor track and occasionally run on an outside track.
48. A very highly skilled student makes every basket she attempts during a basketball class and the instructor praises her a great deal.
- It was good that the student was praised for her high level of success.
 - It makes no difference as to whether the instructor did or did not praise the individual student.
 - The instructor should not have praised the student in front of the class.
 - The instructor should not have praised the student but mentioned generally that she had noted some success in the class.
 - The instructor was correct to have praised the student but should also have noted other individual or group achievements.
49. In a gymnastic class the students are given cards with a list of skills on each card. If a student can perform a skill without a spotter, she is to check it off on her card. Class skill grades are computed from the cards. Would you -

- a. check the skills you can perform without a spotter and indicate the ones where you need only a little spotting.
- b. check only the skills you can perform without a spotter.
- c. check the skills you can perform with and without a spotter.
- d. check a few skills you cannot do, so your card looks better.
- e. check one skill that you cannot do to help fill in your card.

50. Why do you perform any kind of physical education activity in school or out of school?

- a. I really enjoy activity and movement very much and realize the importance of it for my physical well being.
- b. I realize that activity is necessary for my physical well being.
- c. I like activity and I realize the importance of it for my physical well being.
- d. I realize that activity is important and I hope to find I can like it.
- e. I realize activity is important and I like it once in awhile.

51. A student leader checks showers in the physical education classes.

- a. Students should have the leader correctly check whether they did or did not take a shower.
- b. Students should let the leader know if they have not taken a shower and ask her to still check them off.
- c. Students should ask the leader to leave their space blank so it will look like they forgot to check with the leader.
- d. Students should have the leader check whether they did or did not take a shower and if they did not, indicate they were excused from showers.
- e. Students should get the leader to check them off without telling her whether or not they took a shower.

52. A timed skill test in volleyball is given at the beginning and the end of the volleyball unit. When the test is given at the end of the unit -

- a. students should take the test with as little effort as possible.
 - b. students should try very hard to score as well as they possibly can on the test.
 - c. students should take the test and just try to equal their first score.
 - d. students should try fairly hard to score well on the test.
 - e. students should try to score a little better on the test than they did in the beginning of the unit.
53. At the conclusion of a tennis match the hostess team takes its guests in for refreshments leaving the linesmen and scorers to pick up all the balls and other equipment.
- a. It really would not make much difference who picked up the equipment and who acted as hostesses to the visitors.
 - b. The team should pick up a few things and then go act as hostesses to the visitors.
 - c. The hostess team should explain to the linesmen that they are sorry they cannot help since they must entertain the visitors.
 - d. The hostess team was correct in letting the linesmen do all the cleaning up.
 - e. The team and officials should pick up the equipment after being hostesses to the visitors.
54. A track and field class has been divided into groups of three. One girl, when timing for her group, starts her watch late.
- a. She should report the time and say nothing about starting the watch late.
 - b. She should admit to starting the watch late and indicate that the time is invalid.
 - c. She should add a couple of seconds to the time she reports in an attempt to correct her error.
 - d. She should add a couple of seconds to the time and suggest they give each runner two tries and record the best time out of the two.
 - e. She should admit her error and explain that to correct it she has added a couple of seconds to the time.

55. A physical education instructor gives her tennis team a choice as to whether or not they want to have a team captain.

- a. A tennis team can function very well with or without a captain.
- b. Since tennis is an individual sport there is no need for the team to elect a captain.
- c. It is good for all teams to have a captain and the team should elect one.
- d. There is no need for a captain but if the team wants one they should elect one.
- e. The team should elect a captain even if they feel they probably could manage without one.

56. After a gymnastic class do you remember -

- a. the skills you and your friends worked on as well as a few people who were successful at a stunt.
- b. the skills you and your friends worked on as well as the students who were successful at stunts.
- c. the ease and grace of the girls who were successful at various stunts you were attempting.
- d. just the skills you worked on.
- e. the skills you worked on as well as what your friends worked on.

57. A student is trying to learn a forward roll on the balance beam in her gymnastic class. She should -

- a. work on just the roll during class practice sessions on the beam and come after school to get extra help.
- b. spend most of her class time on the roll but also practice some other skills.
- c. Work hard in class and try to spend all of her time on the roll at the balance beam.
- d. work hard in class and try to get a little extra time on the balance beam.
- e. work hard when she has her turn in class.

58. During a soccer game player A intentionally touches the ball with her hands several times without the umpire calling the foul. If you were the player's coach what would you say or do?

- a. not feel the necessity of saying or doing anything.
- b. Compliment her on a good game but suggest that in the future she use her hands only if the team is in real trouble.

- c. Let the player finish the game but inform her to never use her hands intentionally again.
 - d. Remove the player immediately from the game and inform the player that her strategy is wrong.
 - e. Praise her after the game for smart and clever strategy.
59. A modern dance class is sponsoring a touring company for an afternoon performance. The student chairman is taking names of volunteers for committee responsibilities.
- a. The interested students should volunteer and the uninterested students be assigned committee jobs.
 - b. The interested students should volunteer and the uninterested students be called upon only if needed.
 - c. All students should volunteer for some committee job.
 - d. All students should volunteer but indicate if they really are not very interested in the performance.
 - e. Only the really interested students should volunteer.
60. During a volleyball game, the ball very lightly brushes the arm of player A before it lands out of bounds.
- a. Player A should see if anyone on either team felt the ball brushed her.
 - b. Player A should check to see if any of her teammates thought the ball brushed her and still say nothing.
 - c. Player A should declare the ball did brush her.
 - d. Player A should declare she thinks the ball may have brushed her.
 - e. Player A should say nothing or deny any contact with the ball.
61. When doing some form of activity out of doors do you usually:
- a. think about what you are doing but also notice if it is cloudy or sunny.
 - b. think about what you are doing but notice the weather, temperature, city sounds, and the sounds of the wind and birds.
 - c. think about what you are doing but notice the weather as well as the sounds of cars or planes.
 - d. think only about what you are doing.
 - e. think about what you are doing but notice the weather and temperature.

62. During a class softball game the third base coach gives you a signal that you feel is not right. Would you -

- a. follow the instructions of the third base coach but inform her later that your idea would have been just as good.
- b. do what you feel is right.
- c. do what you feel is right but admit to the coach later that you saw her point.
- d. follow the instructions of the third base coach but let her know later that you disagreed with her.
- e. follow the instructions of the third base coach.

63. When watching a figure skater perform would you -

- a. notice the skill of the skater and the ease with which the skater performed.
- b. notice the ease, grace, and skill of the performer as well as the background accompaniment.
- c. notice the accompaniment as it blended with the theme and the skill of the entire routine.
- d. notice whether you felt the skater was quite skilled or not.
- e. notice just whether you liked or did not like the routine.

64. A student feels ill just prior to an interclass track and field meet.

- a. She should attempt to participate in the meet.
- b. She should attempt to participate in the meet but explain afterwards that she did not feel very well.
- c. She should tell her team captain and the instructor that she feels ill and let them decide whether to use her in the meet.
- d. She should attempt to participate in the meet and withdraw in the middle if she does not feel well.
- e. She should tell her team captain and the instructor that she does not feel very well but will attempt to participate.

65. A student is attempting to learn a good badminton serve and so has come to intramurals after school. If you were the student would you -

- a. go to intramurals because of your enjoyment of activity and badminton and your desire to learn the serve well.

- b. go to intramurals only because you feel you should know the serve.
 - c. go to intramurals because you like badminton and want to learn the serve quite well.
 - d. go to intramurals only because you want to learn the serve.
 - e. go to intramurals because you want to learn the serve and you think you are beginning to like badminton.
66. While performing a balance beam routine a gymnast falls off the beam three times. She should -
- a. quit when she falls off the third time.
 - b. be aware of having fallen and merely try to complete the routine with no more falls.
 - c. try to pretend she has not fallen at all and complete her routine to the best of her ability.
 - d. get on the beam and do just a few easy steps and then dismount, after her third fall.
 - e. be aware of having fallen and substitute hard moves with easy ones as she completes her routine.
67. A physical education department is considering forming a leaders corps where students will assist the instructors with physical education classes.
- a. Classes are just as effective for all students with or without a leaders corps.
 - b. A leaders corps is not necessary and thus should not be formed by the physical education department.
 - c. A leaders corps should not be formed since only a few students will benefit from having a leaders corps.
 - d. The leaders corps should be formed because it is valuable for all students.
 - e. A leaders corps should be formed even though it will not benefit all people.
68. While playing basketball, Player A attempts to trip Player B to keep her from getting a loose ball. Player A should -
- a. never trip an opponent.
 - b. try to trip an opponent only if her team is in trouble.
 - c. try, if possible, to avoid tripping an opponent.

- d. try to trip an opponent only if the opponent is constantly stealing the ball.
- e. continue to try to trip an opponent who is in the way.

69. During a softball game the umpire makes a very bad call. The players should -

- a. continue to play the game with no comments.
- b. protest the call immediately.
- c. continue to play the game but protest the call at the end of the game.
- d. boo the umpire loudly and protest the call.
- e. protest the call in between innings.

70. Physical education class and movement to you is -

- a. a necessary requirement that you do not enjoy.
- b. something you always enjoy.
- c. something you enjoy most of the time.
- d. a necessary requirement that you enjoy only occasionally.
- e. something you do not care about either positively or negatively.

71. In physical education you are taught to move many different ways in many different activities. Do you -

- a. thoroughly enjoy movement.
- b. move only because you have to.
- c. enjoy movement in some activities.
- d. thoroughly enjoy movement in most activities.
- e. move because you have to and because you want to for some activities.

72. In field hockey a player is not supposed to kick the ball or raise her stick above her shoulder. One team member is always breaking the above rules.

- a. The girl should try to follow the rules at all times.
- b. The girl should not worry about breaking the rules unless a teammate speaks to her.
- c. The girl should not worry about breaking the rules as long as she gets away with it.
- d. The girl should try to follow the rules and indicate when she breaks the rules by accident.

- e. The girl should be concerned about her teammates' reactions and thus only occasionally break the rules.

73. During a field hockey class the instructor asks for volunteers to lead group drills. You volunteer but are not chosen to lead a group.

- a. You would cooperate completely with your group leader.
- b. You would not cooperate with your leader because you wanted the job.
- c. It really does not matter to you whether you were or were not a group leader.
- d. You would cooperate with your group leader and try to help her with her job whenever possible.
- e. You would cooperate with your leader but voice your suggestions as to how you would have done it if chosen a leader.

74. Just prior to receiving a pass in basketball, Player A is hit by Player B and Player B intercepts the pass. The official does not see the action and Player B goes on to make a basket.

- a. Player B should have excused herself and not intercepted the ball.
- b. Player B should just play as well as possible and not worry about such occurrences.
- c. Player B is smart to attempt an action she realizes is illegal and see if she can get away with it.
- d. Player B is clever to use an action that gains her possession of the ball.
- e. Player B should never have thought of such strategy and if done by accident, she should have apologized to Player A at a later time.

75. A basketball class elects team captains for its two teams from a slate of four highly qualified girls.

- a. Two captains should be elected and the other two girls on the slate receive recognition as the runners-up.
- b. The class time should be divided in half so all four girls get a turn at being captain.
- c. All four girls were qualified so there should have been co-captains so all four girls could serve as captains for the whole class.

- d. Two captains should be elected and the rest of the class support their team captains.
 - e. The teams will be just as effective with or without a captain.
76. You are scorer for a badminton match in your physical education class. You forget the score and are quite sure the players have not been keeping track of the score.
- a. Indicate that you have forgotten the score and let the players decide how they would like to solve the problem.
 - b. Create a score that is close to the last one you remember calling out and ask the players if it is correct.
 - c. Create a feasible tie score situation.
 - d. Indicate you have forgotten the score and set the score at the last score you remember calling out.
 - e. Create a score that is close to the last one you remember calling out.
77. A physically handicapped student in your physical education class is never included in team activities by the students in the class.
- a. The handicapped student would be a drawback to any team and should not be included.
 - b. The handicapped student should be included, with no adjustments, as a member of a team.
 - c. The handicapped student would be a drawback to any team and should be allowed to play only as an extra person.
 - d. The handicapped student should be included as a member of a team with adjustments made to equalize the situation.
 - e. It should not matter whether the handicapped student is included or not included by her classmates.
78. While preparing to play a badminton match Player A complains loudly of not feeling very well.
- a. Use of an alibi is wrong, so Player A should cancel the game if he really does not feel well.
 - b. If Player A feels well enough to play he should play and not say anything.
 - c. The spectators and players might not be able to tell whether the statement is an alibi or not so Player A should not say anything until after the match.

- d. Player A is being clever in trying to get Player B to be over confident.
- e. To use an alibi is not fair, but if Player A does not feel well he might as well say so.

79. During a volleyball class you touch the net while attempting a spike. Because she could not see the play clearly, the student official asks you whether you did touch the net. You would -

- a. tell her you do not think you touched the net.
- b. tell her you knew you were close and might have touched the net.
- c. tell her you think you did touch the net.
- d. tell her you did not touch the net.
- e. tell her you did touch the net.

80. Your physical education instructor assigns one girl to be in charge of equipment for each class. One day the girl in charge asks you to help her bring out the badminton nets, rackets, and birds. FD

- a. You would agree to help her but would do what she asks in your own way.
- b. You would tell her it is her job and help her only if she makes a big thing about it.
- c. You would tell her it is her job and that you do not have time to help.
- d. You would very gladly agree to help her in any way.
- e. You would tell her it is her job and assist her a little bit.

81. You are the official timer for a varsity field hockey game. The clock stops with two minutes left in the game and your team is ahead by one point. Would you -

- a. indicate to the official that the clock is stopped with two minutes left to play and let her decide how the timing problem will be solved.
- b. push the clock ahead manually and call time for the game.
- c. estimate about another minute of play and then call time.
- d. time the two more minutes on your personal watch, call time, and explain your decision to the official.
- e. indicate to the official that the clock is stopped but that you think it is time.

82. During a free choice day in the gymnasium a group of girls choose to play volleyball. Jennifer takes over and organizes two teams and starts the game.
- The girls could have organized themselves and Jennifer should have stepped in only if they had not organized themselves.
 - It really does not matter whether the girls organized themselves or whether Jennifer organized them as long as they got to play volleyball.
 - The girls would have organized themselves so there was no need for Jennifer to take over.
 - It is better to have had Jennifer take over so the girls got organized quicker than if they had done it themselves.
 - Jennifer should have taken over the group since groups usually function better with one person organizing them.
83. The physical education instructor asks Jill to deliver her cut slips for the day to the main office. Jill forgets to deliver the cut slips to the main office. If you were Jill, you would -
- tell the physical education instructor, as soon as possible, that you forgot to deliver the cut slips to the main office.
 - not say anything to anyone about forgetting to deliver the cut slips to the main office.
 - tell your friends, but not the physical education instructor, that you forgot to deliver the cut slips to the main office.
 - tell your friends and go ahead and deliver the cut slips to the main office even though it really is too late for them to be turned in.
 - tell the physical education instructor, about a week later, that you forgot to deliver the cut slips to the main office.
84. Your classmates are always interrupting each other and talking while the instructor is talking in your physical education class.
- It really should make no difference to anyone whether the girls interrupt or constantly talk in class.
 - The girls should continue their actions.
 - The girls should not interrupt each other or talk in class unless they are very excited over something.
 - The girls should not ever interrupt each other or talk while their instructor is talking.
 - The girls should continue their actions unless asked to change their habits.

(85.) You are taking attendance for your instructor and are aware of the fact that two of your friends are cutting the class. Would you -

- a. mark them absent and indicate that you think they had an excuse.
- b. mark them as present with a pass to be excused early.
- c. mark them as excused by their faculty advisor.
- d. mark them as cutting.
- e. mark them as present.

86. During a physical education class in gymnastics the instructor had the class applaud for excellent performance in hard stunts. If you were applauded you would -

- a. be very pleased that you had succeeded in a hard stunt, but not care about the applause.
- b. feel very happy about having succeeded in a hard stunt, and pleased that others took time to applaud.
- c. be glad to have learned a new stunt.
- d. be a little embarrassed but glad to have mastered the stunt.
- e. feel funny and be a little embarrassed.

(87.) In the middle of a soccer unit your physical education instructor gives your class a free choice day. You would like to see the class -

- a. choose an activity that is enjoyable to most of the class.
- b. choose to do soccer for half the class and anything else the second half.
- c. choose an activity that really would involve a lot of activity and be enjoyable.
- d. choose to do nothing.
- e. choose to discuss soccer rules briefly and then make the rest of the period free.

88. Your whole team is waiting for you to get your uniform on so they can start the softball game. Would you -

- a. take your time but indicate that you are almost ready.
- b. take your time.
- c. try to speed up a little and indicate that you are hurrying to get ready.
- d. get ready as quickly as possible.
- e. try to speed up a little.

89. During a relay race in a track and field class one team gets quite far behind. It is obvious that the team will come in last.
- a. The team members should not push too hard but be sure they finish.
 - b. The team should continue to run as if they might win the race.
 - c. The team members should not bother to finish the race.
 - d. The team should try to run fast so they will not come in too far behind the next to last team.
 - e. The team should run just fast enough so they do not come in so far behind all the other teams that their time is really bad.
90. During a field hockey game a teammate shows very poor sportsmanship.
- a. The members of the team should ignore the girl but speak to their coach.
 - b. The members of the team should not be concerned about what one member does or does not do.
 - c. The members of the team should speak to the girl and try to help her prevent any similar occurrences in the future.
 - d. The members of the team should ignore the girl and her actions.
 - e. The members of the team should speak to the girl.
91. When playing volleyball one student never can get her serve over the net. She should -
- a. just accept her problem as bad luck each time she happens to serve.
 - b. realize she cannot perform the skill and seek her instructor's help as to what her faults are in the serve.
 - c. realize she is doing something wrong and ask a classmate's opinion.
 - d. realize that she is not successful and suspect it is due to lack of skill.
 - e. realize something is wrong in her skill and thus try serving some other way.

92. A group of students have been chatting in the locker room when they realize they are late for class.

- a. They should attempt to finish their conversation while hurrying to class.
- b. They should finish their conversation and then go to class.
- c. They should stop their conversation and go right to class.
- d. They should finish their conversation while starting for class.
- e. They should stop their conversation and go to class as quickly as possible.

93. During a field hockey game Player A frequently hits Player B's shin guards when fighting for the ball.

- a. Player A should try very hard to get the ball without doing anything illegal.
- b. Player A is smart to hit Player B since Player B will hesitate when trying to get the ball in the future.
- c. Player A, realizing that hitting Player B is illegal, should continue to use the same strategy as long as the officials do not call a foul.
- d. Player A should try to get the ball without hitting another player. If she does hit a player she should let the other player get the advantage.
- e. Player A should try hard to get the ball but not bother to do anything other than hitting at the ball.

94. A highly skilled and talented student always takes over control of her peers. She makes valuable suggestions as to how to perform skills and helps the class support each other as a total group.

- a. A group in a class situation can function well with or without student leadership.
- b. A student with leadership talents should not take over her class but let them function as individuals.
- c. A student who has the ability to control her peers should always lead her group.
- d. A student who has the ability to control her group should do so as long as she controls the majority.
- e. Even if a student has the ability to control her group she should let them control themselves the majority of the time.

95. During a physical education class the students are asked to rate themselves on skill ability and knowledge of the rules and strategy of soccer.
- A student should rate herself one step above or below what she thinks she really should rate herself.
 - A student should rate herself as realistically as possible.
 - A student who has no idea of how to rate herself should not give herself a rating.
 - A student should rate herself slightly below the ideal rate.
 - A student who has no idea of how to rate herself should give herself the rating she thinks is ideal.
96. To succeed in gymnastics a student must work hard and develop strength and flexibility. To do this a girl should -
- try to attend gymnastic class and once or twice go to gymnastic intramurals after school.
 - attend gymnastic class regularly and do appropriate exercises daily.
 - try to attend gymnastic class regularly and once in awhile do some appropriate exercises at home.
 - try to attend gymnastic class regularly.
 - attend gymnastic class regularly and try to do some appropriate exercises at home each week.
- (97) Your physical education instructor asks you to count the tennis balls collected at the end of class. She tells you there should be twenty-two and if not to please make a quick check of the courts before coming in. You count only twenty. Would you -
- bring the balls in and tell your instructor that you counted quickly but you are quite sure there are twenty-two.
 - without checking the courts, bring the balls in, and tell the instructor there are only twenty.
 - bring the balls in and say you checked the courts and there are no extra balls.
 - check the courts and then bring the balls in and tell the instructor there are only twenty with none on the courts.
 - bring the balls in and tell your instructor there are twenty-two.

98. During a golf class the instructor shows some movies of highly skilled players. Would you -
- a. notice the ease and beauty of the swings in the movie in comparison to the swings of the class.
 - b. notice that the people in the movies swung differently than the class.
 - c. just enjoy having movies for a change of pace.
 - d. notice that the people in the movies swung better than the class.
 - e. enjoy having movies and realize that they were supposed to be good movies.
99. During basketball intramurals two teams decide to get together for their practice sessions so they can help each other with strategy and the calling of fouls.
- a. It will help each team to practice together and to share ideas of strategy and the calling of fouls.
 - b. Both teams will get practice at some time so it really does not matter whether they combine or not.
 - c. The teams should work as much as possible on everything together so they can all benefit from a lot of ideas and coordinated practice.
 - d. So that each team can get its own plays and playing practice time, the teams should combine only once or twice.
 - e. Each team cuts themselves out of some playing practice time. They would be wiser not to join each other for practice.
100. Team A lost a very close basketball game to Team B. One of the starting players for Team A was unable to play because of illness. If you were a member of Team A which of the following would you do?
- a. Change your clothes and return home without any comments.
 - b. Thank the other team for a good game and express to them appreciation of the fact that they played a better game.
 - c. Cheer the other team and thank them for the game.
 - d. Tell your coach that the defeat was due to the absence of your regular team member.
 - e. Indicate to Team B that they would probably not have won if your regular team had played.

101. An emotionally disturbed student is a member of your physical education class.
- The class should ignore the emotionally disturbed student.
 - The class should accept the student and try to work with and help her as much as possible with the class activities.
 - The class should not care one way or another as to the presence of the emotionally disturbed student.
 - The class should accept and include the student as much as possible in their class activities.
 - The class should pay no attention to the student but at least try to be polite.
102. One student in a basketball class cannot shoot well at all. When playing on a team she should -
- pass off to teammates most of the time and only shoot when she is the only team member in a shooting position.
 - shoot whenever she has the chance.
 - shoot fairly often but also pass off to teammates.
 - pass the ball to a teammate who can shoot and shoot only when no teammate is in a position to shoot.
 - pass off to teammates and shoot only when she happens to have the ball and time is running out.
103. The cheerleading squad has a lot of prestige in your school and you are very disappointed when you miss out in making the squad by one point.
- You think you will support the squad because you are just as qualified as the girls who made the squad.
 - You will not support the squad but admit that they are a good squad.
 - Since you did not make the squad, you do not care whether you do or do not support the squad.
 - You will support the squad at all times.
 - You will not support the squad in any way since you did not make the squad.
104. There is a large difference between a highly skilled volleyball team and a poorly skilled volleyball team. While watching them play would you -
- notice mainly the skill of the better team in terms of team work in comparison to the poorly skilled team.

- b. notice the contrast between the two teams with respect to skill differences, teamwork, and efficiency on the court.
 - c. notice mainly how the highly skilled team moved more gracefully and efficiently and really had beautiful teamwork.
 - d. notice the skill difference but especially how inefficiently the poorly skilled team moved.
 - e. notice just that the two teams were different.
105. The coach of a basketball team has taught her team members to use their hips and elbows whenever they feel they can get away with it.
- a. The coach should never have mentioned or taught such strategy.
 - b. The coach was very smart to have her team try to scare the opponents or force the opponents to foul.
 - c. The coach should have informed her players of the possibility of such strategy but never have encouraged her team to use such strategy.
 - d. It really is an insignificant issue.
 - e. The coach should have let her players know it is not absolutely right but continue to coach them the same way.
106. The physical education department has set up hours after school where students can come to practice skills, learn a new activity, or to play any activity that they want to play. Would you -
- a. attend the after school hours quite often for a chance to participate in activities you enjoy.
 - b. never attend the after school hours.
 - c. attend the after school hours regularly for a chance for more activity and some new activity.
 - d. attend the after school hours only if doing very poorly in class work.
 - e. attend the after school hours a few times to get more practice in some activities.
107. During a basketball game a player on Team A fouls out of the game. Team A immediately calls for a time out and during the time out the player who fouled out protests the official's last call very loudly and argues that she should not have been fouled out of the game.

- a. The player should protest and argue the call with her coach and let the coach handle the situation.
 - b. The player should make no comment but discuss her opinions with her coach at a later time.
 - c. The player should accept the official's word without comment.
 - d. The player should leave the game making it obvious that she disagrees with the official.
 - e. The player is correct to protest and argue the official's call when she feels it is wrong and is the cause of her being out of the game.
108. During a game of basketball a player knocks an opponent to the floor.
- a. The player should continue playing.
 - b. The player should continue playing but apologize as soon as possible.
 - c. The player should continue playing but look to see if the player is all right or not.
 - d. The player should continue playing but apologize after the game.
 - e. The player should stop briefly, help the girl up, and apologize.
109. During a dance class you accidentally break the instructor's tape while turning off the tape recorder for her.
- a. When she asks you about it later, you will tell her that you think the tape might have broken when you turned off the tape recorder.
 - b. When she asks you about the tape later, you will indicate that it was fine when you shut off the tape recorder.
 - c. When she asks you about the tape later, you will indicate that as far as you can remember you think the tape was all right.
 - d. When she asks you about it later, you will tell her that it broke when you turned off the tape recorder.
 - e. When she asks you about it later, you will indicate that you turned off the tape recorder very quickly and the tape could have broken them.

110. Your track and field class is grouped according to skill level. The higher level groups have a lot of freedom as to when they are going to work on each event during a class period.

- a. The structure of the classes should not make any difference to any of the students.
- b. The higher groups should not pay attention to any of the other groups in the class.
- c. The higher groups should encourage the lower groups while still working separately.
- d. The higher groups should combine with and help the lower groups, when appropriate, during classes.
- e. The higher groups should not pay attention to the lower groups except to let them have their turns at the various events.

111. The physical education instructor periodically assigns students to be in charge of warm-up exercises. The students are given several days notice so that they can be prepared. If a student is not prepared she should -

- a. conduct the warm-ups by repeating what was done the last class period.
- b. conduct the warm-ups by asking the class to choose exercises they would like to do.
- c. inform the instructor that she is not prepared to take the warm-ups.
- d. inform the instructor that she is not prepared but offer to take them with help from the instructor.
- e. conduct the warm-ups by asking a classmate to help her.

112. During your physical education class you leave your girdle on under your uniform. For freedom of movement, your instructor has requested that no girdles be worn in class. While taking attendance she asks you if you are wearing a girdle.

- a. You would say you did not have a girdle on.
- b. You would indicate that you did have a girdle on and request to be allowed to leave it on this one time.
- c. You would indicate that you realize girdles are not supposed to be worn to class and that you do not have one on.
- d. You would indicate that you did have a girdle on and go and remove it.
- e. You would say you did not have a girdle on but ask if you did could you have left it on for the one class period.

JUDGES' RESPONSES

Item #	Value	- to + Answer	Item #	Value	- to + Answer
#1	7	d e a b c	#6	10	e a c d b
Judge 4	----	left blank-----	Judge 4	10	e a c d b
Judge 5	2	d e b c a	Judge 5	10	e a c d b
Judge 6	2	d e b a c	Judge 6	6	e a c d b
Judge 7	2	d e b a c	Judge 7	10	e a c d b
Judge 8	2	d e a b c	Judge 8	9	e c a d b
#2	6	a d b c e	#7	8	d e b c a
Judge 4	7	a d b c e	Judge 4	5	d e c b a
Judge 5	7	d a b c e	Judge 5	3	e d a b c
Judge 6	7	a d b c e	Judge 6	7	e d b a c
Judge 7	7	d a b c e	Judge 7	7	d e b c a
Judge 8	7	d a b c e	Judge 8	7	b d e a c
#3	8	a b e c d	#8	7	d e c b a
Judge 4	1	a e b c d	Judge 4	6	d e c b a
Judge 5	8	a e b c d	Judge 5	6	c b e d a
Judge 6	8	a b e c d	Judge 6	6	c e d b a
Judge 7	1	a b e c d	Judge 7	7	d e c b a
Judge 8	8	d c e a b	Judge 8	6	e c b a d
#4	9	c d a e b	#9	9	c b a e d
Judge 4	9	c d e a b	Judge 4	5	c b e d a
Judge 5	9	c d a e b	Judge 5	10	c b a e d
Judge 6	9	c d e a b	Judge 6	10	a e b c d
Judge 7	9	c d a e b	Judge 7	2	a b e c d
Judge 8	9	c d a b e	Judge 8	10	c b d e a
#5	10	a e d c b	#10	9	a b c d e
Judge 4	10	a e d c b	Judge 4	9	a b c d e
Judge 5	10	a e d c b	Judge 5	9	a b c d e
Judge 6	7	a e d c b	Judge 6	9	a b c e d
Judge 7	8	a e d c b	Judge 7	9	a b c e d
Judge 8	10	a e d c b	Judge 8	9	a b c d e

NOTE: Number and letters beside each item number indicate the value and order of the responses of the item when originally designed by the writer.

Item #	Value	- to + Answer	Item #	Value	- to + Answer
#11	7	a d b c e	<u>#16</u>	9	d e c a b
Judge 4	2	a d b c e	Judge 4	10	d e c a b
Judge 5	7	a d b c e	Judge 5	9	d e c a b
Judge 6	7	a d b c e	Judge 6	10	d e c a b
Judge 7	3	a d b e c	Judge 7	9	d e c a b
Judge 8	2	a d c b e	Judge 8	9	d e c a b
#12	7	e b d c a	#17	3	e b a d c
Judge 4	8	e b d c a	Judge 4	3	a e b c d
Judge 5	5	e b d c a	Judge 5	3	c d b a e
Judge 6	4	e b d c a	Judge 6	7	a c e d b
Judge 7	4	e d c b a	Judge 7	3	e c a b d
Judge 8	5	e b d a c	Judge 8	3	a c e b d
#13	1	a b c e d	<u>#18</u>	10	e d b c a
Judge 4	1	a b c d e	Judge 4	8	e d b c a
Judge 5	1	a d c b e	Judge 5	10	e d c b a
Judge 6	6	a b e c d	Judge 6	10	e d b c a
Judge 7	6	a b d e c	Judge 7	10	e d b c a
Judge 8	1	a b d c e	Judge 8	10	e d b c a
<u>#14</u>	5	b d a e c	#19	5	c e a d b
Judge 4	1	b d a c e	Judge 4	2	a c e d b
Judge 5	1	b d a e c	Judge 5	5	d b a e c
Judge 6	1	b d a e c	Judge 6	5	c a e d b
Judge 7	1	e a b d c	Judge 7	5	a e c d b
Judge 8	1	b d a e c	Judge 8	5	c e a d b
#15	9	c b a e d	#20	9	c a d b e
Judge 4	8	d e a b c	Judge 4	9	c e a b d
Judge 5	10	c b a e d	Judge 5	9	c d a b e
Judge 6	10	d c b a e	Judge 6	9	c a d e b
Judge 7	9	c b a e d	Judge 7	9	c a d b e
Judge 8	10	d e a b c	Judge 8	8	c d a b e

Item #	Value	- to + Answer	Item #	Value	- to + Answer
#21	8	a d e c b	#26	2	c e d b a
Judge 4	8	a d e c b	Judge 4	2	c d e b a
Judge 5	8	b c e d a	Judge 5	2	a b e d c
Judge 6	4	a b d c e	Judge 6	2	e d c b a
Judge 7	8	a d e c b	Judge 7	2	c d b a e
Judge 8	8	a e d b c	Judge 8	2	a c d b e
#22	5	d b a c e	#27	2	c b a d e
Judge 4	5	d a b c e	Judge 4	7	c b a e d
Judge 5	5	d b c a e	Judge 5	7	c b a e d
Judge 6	5	d b a c e	Judge 6	7	c b d e a
Judge 7	5	d b a c e	Judge 7	2	c a e b d
Judge 8	5	a d b e c	Judge 8	2	c b a d e
#23	5	a b e d c	#28	9	c e d b a
Judge 4	5	a b e d c	Judge 4	9	c a d b e
Judge 5	5	a b e d c	Judge 5	9	c e d a b
Judge 6	5	a b e d c	Judge 6	10	a c d e b
Judge 7	5	d a b e c	Judge 7	9	c a d e b
Judge 8	5	a d b c e	Judge 8	9	c a b d e
#24	8	e c b a d	#29	5	c d a b e
Judge 4	8	e c b a d	Judge 4	1	c a d b e
Judge 5	8	e c b a d	Judge 5	1	c d b a e
Judge 6	8	e c b a d	Judge 6	1	c d b a e
Judge 7	8	e c b a d	Judge 7	1	c d b a e
Judge 8	8	e c a b d	Judge 8	1	c d b a e
#25	10	e d a b c	#30	1	a d c b e
Judge 4	10	e d a b c	Judge 4	1	d c a b e
Judge 5	10	e d b a c	Judge 5	1	d a c b e
Judge 6	10	e d a b c	Judge 6	1	d a c b e
Judge 7	10	e d a b c	Judge 7	1	d a c b e
Judge 8	10	e d a c b	Judge 8	8	d a c b e

Item #	Value	- to + Answer	Item #	Value	- to + Answer
#31	5	b e d a c	#36	10	d a c b e
Judge 4	2	b e d c a	Judge 4	7	d a b c e
Judge 5	1	b e a c d	Judge 5	10	d a c b e
Judge 6	8	b e d c a	Judge 6	7	d a c b e
Judge 7	5	b e d a c	Judge 7	10	d a c b e
Judge 8	5	b e a c d	Judge 8	8	d a c b e
<u>#32</u>	10	d c b e a	<u>#37</u>	8	d e a b c
Judge 4	10	d c b e a	Judge 4	5	a d e c b
Judge 5	10	d c b e a	Judge 5	1	d e a b c
Judge 6	10	d c b e a	Judge 6	5	d a e c b
Judge 7	10	d c b e a	Judge 7	5	a d e c b
Judge 8	10	d c b e a	Judge 8	5	a d e c b
#33	5	c b e a d	#38	4	b d e a c
Judge 4	5	c b e a d	Judge 4	4	e c a b d
Judge 5	1	b d e c a	Judge 5	4	b d a e c
Judge 6	1	e c b a d	Judge 6	4	e b d a c
Judge 7	1	e c b a d	Judge 7	4	b e d a c
Judge 8	1	b c d e a	Judge 8	4	e c d b a
#34	1	c d a e b	<u>#39</u>	6	e c b a d
Judge 4	1	c d a e b	Judge 4	6	e c b a d
Judge 5	1	c a e d b	Judge 5	1	e c b a d
Judge 6	1	c d a e b	Judge 6	6	e c b a d
Judge 7	1	c a d e b	Judge 7	6	e c b a d
Judge 8	6	c d e a b	Judge 8	6	e c b a d
#35	9	c b d a e	#40	8	e d c b a
Judge 4	9	e c d a b	Judge 4	5	e d c b a
Judge 5	9	c b e d a	Judge 5	4	e d c b a
Judge 6	10	e c b d a	Judge 6	8	e c d b a
Judge 7	9	c b e d a	Judge 7	5	e d c b a
Judge 8	10	e d a b c	Judge 8	4	e d c b a

Item #	Value	- to + Answer	Item #	Value	- to + Answer
#41	1	c d a e b	#46	6	d b e c a
Judge 4	1	c a d e b	Judge 4	6	d b e c a
Judge 5	1	c d e a b	Judge 5	6	d b e c a
Judge 6	7	c d a e b	Judge 6	6	d b c e a
Judge 7	1	d c a e b	Judge 7	6	d c b e a
Judge 8	7	a b d e c	Judge 8	6	b d c e a
#42	7	b e d a c	#47	9	b e a c d
Judge 4	7	b e d a c	Judge 4	10	b a e c d
Judge 5	2	b e d a c	Judge 5	9	b e a c d
Judge 6	1	b d e c a	Judge 6	10	b d e a c
Judge 7	1	b d e a c	Judge 7	9	b e a d c
Judge 8	7	b e d a c	Judge 8	10	b e a d c
(#43)	10	a e b c d	(#48)	5	c d b e a
Judge 4	10	a b e c d	Judge 4	5	c d b a e
Judge 5	10	a b e c d	Judge 5	5	c b d e a
Judge 6	10	a b e c d	Judge 6	5	c b d a e
Judge 7	10	a b e c d	Judge 7	5	c b d a e
Judge 8	10	b a e c d	Judge 8	5	b c d e a
(#44)	7	e a b d c	(#49)	6	d e c a b
Judge 4	7	e a b d c	Judge 4	6	d e c a b
Judge 5	7	e a b d c	Judge 5	6	d e c a b
Judge 6	6	e a b d c	Judge 6	7	d e c a c
Judge 7	6	e a b d c	Judge 7	6	c d e a b
Judge 8	7	e a b d c	Judge 8	6	d e c a b
#45	1	e c b d a	(#50)	10	b d e c a
Judge 4	6	c e b d a	Judge 4	10	b e d c a
Judge 5	1	c e d a b	Judge 5	10	b d e c a
Judge 6	6	c e b d a	Judge 6	10	b e d c a
Judge 7	1	e b c d a	Judge 7	10	b e d c a
Judge 8	8	c d e a b	Judge 8	10	e d b c a

<u>Item #</u>	<u>Value</u>	<u>- to + Answer</u>	<u>Item #</u>	<u>Value</u>	<u>- to + Answer</u>
#51	6	e b c d a	<u>#56</u>	9	d e a b c
Judge 4	7	--left blank--	Judge 4	5	d c e a b
Judge 5	6	b c d e a	Judge 5	5	d e a b c
Judge 6	4	d e b c a	Judge 6	5	d e a b c
Judge 7	6	b e c d a	Judge 7	9	d e a b c
Judge 8	6	b e c d a	Judge 8	10	d e c b a
#52	7	a c e d b	#57	8	e d b c a
Judge 4	8	a c d e b	Judge 4	8	e c b d a
Judge 5	6	a c e d b	Judge 5	8	e b d c a
Judge 6	6	a c d e b	Judge 6	8	e c a d b
Judge 7	2	a c e d b	Judge 7	8	d e c b a
Judge 8	2	a d c e b	Judge 8	8	e b c a d
#53	2	d c a b e	#58	1	e b a c d
Judge 4	2	d c a b e	Judge 4	1	e b a c d
Judge 5	2	b c d a e	Judge 5	3	e a b c d
Judge 6	2	e b a d c	Judge 6	3	e b a c d
Judge 7	5	d c b a e	Judge 7	1	e a b d c
Judge 8	2	a d c b e	Judge 8	7	e a b c d
#54	6	a c d e b	#59	7	e b a d c
Judge 4	6	a b c d e	Judge 4	2	--left blank--
Judge 5	6	a c d e b	Judge 5	2	e d b a c
Judge 6	6	a c e d b	Judge 6	4	a b e d c
Judge 7	7	a c d e b	Judge 7	2	a c e d b
Judge 8	6	a d c e b	Judge 8	2	c a d b e
#55	3	b d a e c	<u>#60</u>	1	e b a d c
Judge 4	3	a d b e c	Judge 4	6	e b a d c
Judge 5	7	a b d e c	Judge 5	6	e b a d c
Judge 6	3	e c b d a	Judge 6	6	e b a d c
Judge 7	3	d b a e c	Judge 7	1	e b a d c
Judge 8	3	a b d c e	Judge 8	6	a e b d c

Item #	Value	- to + Answer	Item #	Value	- to + Answer
#61	9	d a e c b	#66	8	a d e b c
Judge 4	9	b c d e a	Judge 4	8	a d b e c
Judge 5	9	d a e c b	Judge 5	8	a d e b c
Judge 6	10	d e a c b	Judge 6	8	a c b d e
Judge 7	9	d e a c b	Judge 7	8	a d e b c
Judge 8	10	d a e c b	Judge 8	8	a d b c e
#62	2	b c a d e	#67	3	b c a e d
Judge 4	4	b c a d e	Judge 4	3	b c a e d
Judge 5	4	b c a d e	Judge 5	5	a b c e d
Judge 6	4	e b c d a	Judge 6	3	c a b e d
Judge 7	4	b c a e d	Judge 7	3	b c e a d
Judge 8	2	e b a c d	Judge 8	3	b c a e d
#63	9	e d a b c	#68	1	e d b c a
Judge 4	9	e d c b a	Judge 4	1	e d b c a
Judge 5	9	e d a b c	Judge 5	1	e b d c a
Judge 6	9	e d c a b	Judge 6	1	e b d c a
Judge 7	9	d e a b c	Judge 7	1	e b d c a
Judge 8	9	e d c a b	Judge 8	1	e d b c a
#64	7	a b d e c	#69	8	d b e c a
Judge 4	7	b a d c e	Judge 4	1	d b e c a
Judge 5	8	b a d e a	Judge 5	1	d b e c a
Judge 6	8	b a d c e	Judge 6	8	d e c a b
Judge 7	4	a b d e c	Judge 7	1	d a b e c
Judge 8	7	a d b e c	Judge 8	1	d e b c a
#65	10	b d e c a	#70	10	a d e c b
Judge 4	10	b d e a c	Judge 4	10	a d e c b
Judge 5	10	b d e c a	Judge 5	10	a e d c b
Judge 6	10	b d e c a	Judge 6	10	a e d c b
Judge 7	10	b d e c a	Judge 7	10	a e d c b
Judge 8	10	d b e c a	Judge 8	10	a d e c b

Item #	Value	- to + Answer	Item #	Value	- to + Answer
<u>#71</u>	10	b e c d a	#76	6	e b c d a
Judge 4	10	b e c d a	Judge 4	7	c e b a d
Judge 5	10	b e c d a	Judge 5	6	c e b d a
Judge 6	10	b e c d a	Judge 6	6	c e d b a
Judge 7	10	b e c d a	Judge 7	6	c e d b a
Judge 8	9	b c e d a	Judge 8	6	c e b a d
<u>#72</u>	7	c b e d a	#77	5	a c e d b
Judge 4	6	c b e d a	Judge 4	5	a c e b d
Judge 5	1	c b e d a	Judge 5	5	e a b c d
Judge 6	7	c b e d a	Judge 6	5	e a c b d
Judge 7	1	c b e a d	Judge 7	5	e a c b d
Judge 8	1	c b e d a	Judge 8	5	e c a b d
<u>#73</u>	4	b e c d a	#78	1	d e c b a
Judge 4	4	b e c d a	Judge 4	8	d e a c b
Judge 5	4	b c e d a	Judge 5	1	d e c b a
Judge 6	2	b e c a d	Judge 6	1	d c e a b
Judge 7	4	b c e a d	Judge 7	1	d e c b a
Judge 8	4	b c e a d	Judge 8	8	d e b c a
#74	1	d c b a e	<u>#79</u>	6	d a b c e
Judge 4	1	d c a b e	Judge 4	6	d a b c e
Judge 5	1	c d b a e	Judge 5	6	d a b c e
Judge 6	1	c d b e a	Judge 6	1	d a b c e
Judge 7	1	c d a b e	Judge 7	1	d a b c e
Judge 8	1	c d b a e	Judge 8	6	d a b c e
<u>#75</u>	4	c b e a d	#80	4	c b e a d
Judge 4	2	e b c a d	Judge 4	2	b c a e d
Judge 5	5	e c b a d	Judge 5	2	c e b a d
Judge 6	3	e c b a d	Judge 6	4	b c a e d
Judge 7	3	e c b d a	Judge 7	2	c a b e d
Judge 8	3	e c b d a	Judge 8	2	c b e a d

<u>Item #</u>	<u>Value</u>	<u>- to + Answer</u>	<u>Item #</u>	<u>Value</u>	<u>- to + Answer</u>
<u>#81</u>	6	b e c d a	#86	10	e d c a b
Judge 4	6	b c e d a	Judge 4	8	c e d a b
Judge 5	6	b e c d a	Judge 5	8	e c a d b
Judge 6	7	b c e d a	Judge 6	5	a e d c b
Judge 7	6	b e c d a	Judge 7	5	a c e d b
Judge 8	6	b e c a d	Judge 8	10	a c b e d
#82	3	c a b d e	<u>#87</u>	10	d e b a c
Judge 4	3	c e b d a	Judge 4	7	d e b c a
Judge 5	3	e d c a b	Judge 5	10	d e b a c
Judge 6	3	e c b e a	Judge 6	10	d e b a c
Judge 7	3	c a e d b	Judge 7	10	d e b a c
Judge 8	3	c b a e d	Judge 8	10	d e b c a
<u>#83</u>	6	b c d e a	#88	7	b a e c d
Judge 4	7	b c d e a	Judge 4	2	b a e c d
Judge 5	7	b c e d a	Judge 5	2	b a e c d
Judge 6	6	c b e d a	Judge 6	5	b a e c d
Judge 7	7	c b d e a	Judge 7	5	b a e c d
Judge 8	7	b c e d a	Judge 8	1	b a e c d
<u>#84</u>	5	b e a c d	#89	8	c a e d b
Judge 4	5	b e a c d	Judge 4	8	c a e d b
Judge 5	2	a b e c d	Judge 5	1	c e a d b
Judge 6	5	a b e d c	Judge 6	2	c a e d b
Judge 7	5	a b e c d	Judge 7	8	c a e d b
Judge 8	8	a b e c d	Judge 8	1	c a e d b
<u>#85</u>	6	e b c a d	#90	5	d a b e c
Judge 4	6	e b c a d	Judge 4	1	d a b e c
Judge 5	6	e b c a d	Judge 5	5	d a b e c
Judge 6	6	e b c a d	Judge 6	1	b d a e c
Judge 7	6	e b c a d	Judge 7	2	b d e a c
Judge 8	6	e b c a d	Judge 8	1	b d a e c

Item #	Value	- to + Answer	Item #	Value	- to + Answer
(#91)	8	a d e c b	#96	8	d a c e b
Judge 4	8	a d e c b	Judge 4	8	d c a e b
Judge 5	8	a d e c b	Judge 5	7	d a c e b
Judge 6	8	a c d e b	Judge 6	7	a d c e b
Judge 7	8	a d e c b	Judge 7	8	d a c e b
Judge 8	8	a d c b e	Judge 8	10	d e c a b
(#92)	7	b d a c e	(#97)	6	e a c b d
Judge 4	7	b d a c e	Judge 4	7	e a c b d
Judge 5	7	b d a e c	Judge 5	6	a e c b d
Judge 6	8	b d a c e	Judge 6	6	e a b c d
Judge 7	7	b d a e c	Judge 7	7	e a c b d
Judge 8	7	b d a c c	Judge 8	6	e a c b d
(#93)	1	b c e a d	#98	9	c e b d a
Judge 4	1	c b d a e	Judge 4	9	c e d b a
Judge 5	1	c b e d a	Judge 5	---	--left blank--
Judge 6	1	b c e d a	Judge 6	9	c e b d a
Judge 7	1	c b e d a	Judge 7	9	c e b d a
Judge 8	5	c b e d a	Judge 8	9	c e d a b
#94	3	b e a d c	#99	2	e d b a c
Judge 4	3	a c d b e	Judge 4	2	e d b c a
Judge 5	3	b c d e a	Judge 5	2	e d b c a
Judge 6	3	c d e b a	Judge 6	2	b a c e d
Judge 7	3	c d b a e	Judge 7	2	b e d c a
Judge 8	3	a e c d b	Judge 8	2	e b d c a
#95	8	c e d a b	(#100)	1	e d a c b
Judge 4	8	d c e a b	Judge 4	1	e d a c b
Judge 5	6	e d a c b	Judge 5	1	e d a c b
Judge 6	8	e c d a b	Judge 6	1	e d a c b
Judge 7	8	e c d a b	Judge 7	1	e d a c b
Judge 8	6	e c d a b	Judge 8	1	e a d c b

<u>Item #</u>	<u>Value</u>	<u>- to + Answer</u>	<u>Item #</u>	<u>Value</u>	<u>- to + Answer</u>
#101	5	a e c d b	#106	10	b d e a c
Judge 4	5	a e c d b	Judge 4	10	b d e a c
Judge 5	5	a e c d b	Judge 5	10	b d e a c
Judge 6	5	a c e d b	Judge 6	10	b d e a c
Judge 7	5	a c e d b	Judge 7	10	b d e a c
Judge 8	5	a e c b d	Judge 8	10	b d e a c
#102	8	b c a e d	#107	1	e d a b c
Judge 4	8	b c e d a	Judge 4	1	d e a b c
Judge 5	8	b c e a d	Judge 5	1	e d a b c
Judge 6	2	b e c d a	Judge 6	8	e d a c b
Judge 7	2	b c e a d	Judge 7	1	e d a c b
Judge 8	4	b c e d a	Judge 8	7	c d e b a
#103	5	e b c a d	#108	7	a c d b e
Judge 4	2	e b c a d	Judge 4	1	a d c e b
Judge 5	1	e b c a d	Judge 5	1	a d b c e
Judge 6	2	e c b a d	Judge 6	1	a d c e b
Judge 7	1	e b c a d	Judge 7	1	a d c b e
Judge 8	8	e c b a d	Judge 8	1	e a d c b
#104	9	e d b a c	#109	6	b c e a d
Judge 4	9	e d a b c	Judge 4	6	b c a e d
Judge 5	9	e d a b c	Judge 5	6	b c e a d
Judge 6	9	e d a b c	Judge 6	6	b c e a d
Judge 7	2	e d a c b	Judge 7	6	b c a e d
Judge 8	9	e d c a b	Judge 8	6	c a b e d
#105	1	b e d c a	#110	5	b e a c d
Judge 4	1	--left blank--	Judge 4	2	e b a c d
Judge 5	1	d b e c a	Judge 5	3	a b e c d
Judge 6	7	b e d c a	Judge 6	3	b e a c d
Judge 7	1	d b e a c	Judge 7	5	a b e d c
Judge 8	1	d e b c a	Judge 8	5	b a e d c

<u>Item #</u>	<u>Value</u>	<u>- to + Answer</u>	<u>Item #</u>	<u>Value</u>	<u>- to + Answer</u>
#111	7	a e b c d	#112	6	a e c b d
Judge 4	7	a b e d c	Judge 4	6	a e c b d
Judge 5	7	a e b c d	Judge 5	6	c e a b d
Judge 6	7	a e b d c	Judge 6	6	a c e b d
Judge 7	7	c a b e d	Judge 7	6	c e a d b
Judge 8	6	e a b d c	Judge 8	6	a c b e d

APPENDIX M

Values Inventory Administered
to the Subjects

A VALUES INVENTORY FOR HIGH SCHOOL GIRLS

This inventory is not a test. There are no right or wrong answers to please try to answer each question according to how you actually feel and not according to how you think you should answer the question. Your answer sheet has a code number so that your answers will not be used and your answers can be completely anonymous.

Please read each statement carefully. Choose only one answer and place an "X" on the answer sheet under the letter of the answer which reflects your honest feelings about the statement.

APPENDIX H

Values Inventory Administered to the Subjects

1. At the end of an intramural activity your instructor is called to the phone. She asks you to be sure that all the equipment is put away and the doors shut.

- a. You will assume everything is all right and hurry home.
- b. You will quickly glance around the gym, go tell the instructor everything is all right, and hurry home.
- c. You would quickly check the gymnasium and doors, speak out with your instructor, and hurry home.
- d. You would assume everything is all right, tell your instructor everything was checked, and hurry home.
- e. You would thoroughly check the gymnasium, shut all the doors, indicate to your instructor that things are checked, and then hurry home.

When students graduate from high school, they must plan their own physical education movement type of experiences. Will you -

- a. not bother to plan any kind of activity.
- b. plan to have some kind of activity on a regular weekly basis.

A VALUES INVENTORY FOR
HIGH SCHOOL GIRLS

INSTRUCTIONS:

This inventory is not a test. There are no right or wrong answers so please try to answer each question according to how you honestly feel and not according to how you think you should answer the question. Your answer sheet has a code number so that your name will not be used and your answers can be completely anonymous.

Please read each statement carefully. Choose only one answer and place an (X) on the answer sheet under the letter of the answer which reflects your honest feelings about the statement.

VALUES INVENTORY:

1. At the end of an intramural activity your instructor is called to the phone. She asks you to be sure that all the equipment is put away and the doors shut.
 - a. You will assume everything is all right and hurry home.
 - b. You would quickly glance around the gym, go tell the instructor everything is all right, and hurry home.
 - c. You would quickly check the gymnasium and doors, check out with your instructor, and hurry home.
 - d. You would assume everything is all right, tell your instructor everything was checked, and hurry home.
 - e. You would thoroughly check the gymnasium, shut all the doors, indicate to your instructor that things are checked, and then hurry home.
2. When students graduate from high school, they must plan their own physical education movement type of experiences. Will you -
 - a. not bother to plan any kind of activity.
 - b. plan to have some kind of activity on a regular weekly basis.

- c. plan to have some kind of activity at least every month.
 - d. plan to have some kind of activity six or seven times a year.
 - e. plan to have some kind of activity maybe once or twice a year.
3. In a dance class you are asked to try to find some movements that you feel comfortable performing and that you can enjoy performing. Would you -
- a. be able to find one which would relate to some activity that you feel is not too bad.
 - b. be able to find a lot because of your enjoyment of movement and activity in general.
 - c. be able to find just a couple because of your limited enjoyment of activity.
 - d. be able to find quite a few related to activities you like.
 - e. not be able to find any such movements because of your dislike of activity.
4. There are all forms of art as well as all forms of movement. Do you feel -
- a. art and movement are two separate areas.
 - b. art and movement can occasionally be combined.
 - c. art and movement can be put together equally to create something.
 - d. art and movement can be put together to create something with grace, flow, color, and patterns.
 - e. art and movement can be put together to create something beautiful.
5. Your tennis team loses its match due to the fact that the other team has some very highly skilled players.
- a. You would congratulate the winners and comment on it being a good match.
 - b. You would congratulate the winners.
 - c. You would congratulate the winners and compliment them on their very good skill.
 - d. You would congratulate the winners and thank them for the match.
 - e. You would congratulate the winners and comment on it being a skilled match.

6. The movements you have learned in field hockey classes, running-turning-stopping, have many qualities. Do you feel that they -
 - a. are necessary but enjoyable requirements for graceful performance and are attractive movements to watch.
 - b. are movements that have grace, charm, and beauty as well as being a necessary part of finding success in the basic movements of field hockey.
 - c. are a necessary requirement that have some ease and rhythm that makes them easy to perform.
 - d. are a necessary requirement to be learned to do well in physical education.
 - e. are a necessary requirement that have some flow and purpose.

7. If physical education were an elective course in your school, would you -
 - a. choose to elect physical education as much as possible because of a real enjoyment of activity of all kinds.
 - b. choose to elect physical education once or twice because you understand activity is necessary and you are beginning to like activity.
 - c. choose to elect physical education several times because you really like activity.
 - d. choose to elect physical education once because you understand that there is a need for activity.
 - e. choose to avoid electing physical education.

8. In a gymnastics class an overweight girl starts to take her turn at the balance beam. Some of her classmates call out that she will break the beam.
 - a. There is no reason why the girls should not kid the overweight girl.
 - b. There is no reason why the girls should not kid the overweight girl once in awhile.
 - c. The girls should not kid the overweight girl but give her encouragement and cheer for her success.
 - d. The girls should not kid the overweight girl.
 - e. There is no reason why the girls should not kid the overweight girl once in awhile, but they also should encourage her occasionally.

9. In a golf class a student discovers how hard it is to hit the ball. Students who want to learn to play golf well should -
- practice several days after school.
 - practice during an intramural hour after school.
 - practice a little just before or just after class.
 - practice as often as they possibly can in and out of school.
 - practice only during class periods.
10. After playing volleyball games in class do you feel -
- you enjoyed the competition but do not care who wins or loses.
 - that you enjoyed playing and are pleased if your team won or sorry if your team lost.
 - that you really enjoyed playing and are very excited over the games and their outcomes.
 - glad the class is over but not upset about having to play again in the next class.
 - glad the class is over.
11. During a gymnastic class the same few students always appear to be left with the job of putting away the equipment.
- It is good that someone puts the equipment away and it really is not important as to who does it.
 - The instructor should let a few who are willing to do the job do it all the time.
 - If some can get away without having to put the equipment away they should go ahead and not help put it away.
 - The instructor should have equipment crews so everyone has to do it sometime.
 - The entire class should always help put the equipment away.
12. Your school's undefeated football team loses its last and biggest game by one touchdown in the last minute and a half of the game.
- One team won and it makes very little difference as to which team is supposed to be the best.
 - The other team played very well and your team just had a bad day.
 - Your school's team is a better team and lost just because of a lot of bad breaks.

- d. Your school's team is a better team but the other team happened to play better than they usually do.
 - e. The other team had to play a better game to be able to win.
13. During a gymnastic meet the spectators make a lot of noise while the visiting team members are performing.
- a. There is no rule against this, so if they can get away with it they should continue the noise.
 - b. They should not make noise while anyone is performing.
 - c. It really is not very important whether they are or are not making noise.
 - d. They should make the noise only if their team is behind in points.
 - e. They should not make any noise during performances but applaud and cheer where appropriate.
14. Quite a lot of time is spent on drills when learning an activity in physical education. Do you -
- a. really enjoy all kinds of activity and thus enjoy all the drills.
 - b. accept the drills and activities of physical education and feel they are not too bad.
 - c. Feel some drills and activities are not too bad but dislike the rest.
 - d. dislike drills or the activity found in physical education.
 - e. like the activities taught in physical education and like most of the drills.
15. During a class tennis match several friends with free periods come to watch the various games.
- a. The students should acknowledge their friends only when they first arrive, even if in the middle of a game.
 - b. The students should acknowledge their friends between games and then continue to concentrate on their matches.
 - c. The students should concentrate on the matches and pay no attention to their friends.
 - d. The students should acknowledge their friends and chat with them while they are playing.
 - e. The students should acknowledge their friends as soon as they arrive and only chat once in awhile.

16. During a class tennis game the ball lands on the line on your side of the net. If you are behind by one point, you would -
- say you think the ball was in.
 - say you are not sure and suggest playing the point over.
 - say you think the ball landed out.
 - call the ball in.
 - call the ball out.
17. Your physical education instructor has asked you if you would like to play on an intramural tennis team.
- You have no desire to do extra activity of any kind.
 - It really does not make any difference to you whether you play or not.
 - You enjoy tennis and some extra activity and will agree to play in the intramurals.
 - You thoroughly enjoy a lot of extra activity and will love playing in the intramurals.
 - You do not want extra activity but will consider the tennis.
18. Students in physical education classes have been given the responsibility of keeping their own attendance record and giving it to their instructor at the end of each week.
- Students should not be concerned if unaccountable absences appear on their records.
 - Students should not worry about just a few unaccountable absences on their records.
 - Students should always be accurate and include the appropriate excuses for absences.
 - Students should be accurate with their records.
 - Students should not be concerned with accurate recording of absences on their records.
19. A very highly skilled student makes every basket she attempts during a basketball class and the instructor praises her a great deal.
- It was good that the student was praised for her high level of success.
 - It makes no difference as to whether the instructor did or did not praise the individual student.

- c. The instructor should not have praised the student in front of the class.
- d. The instructor should not have praised the student but mentioned generally that she had noted some success in the class.
- e. The instructor was correct to have praised the student but should also have noted other individual or group achievements.

20. In a gymnastic class the students are given cards with a list of skills on each card. If a student can perform a skill without a spotter, she is to check it off on her card. Class skill grades are computed from the cards. Would you -

- a. check the skills you can perform without a spotter and indicate the ones where you need only a little spotting.
- b. check only the skills you can perform without a spotter.
- c. check the skills you can perform with and without a spotter.
- d. check a few skills you cannot do so your card looks better.
- e. check one skill that you cannot do to help fill in your card.

21. Why do you perform any kind of physical education activity in school or out of school?

- a. I really enjoy activity and movement very much and realize the importance of it for my physical well being.
- b. I realize that activity is necessary for my physical well being.
- c. I like activity and I realize the importance of it for my physical well being.
- d. I realize that activity is important and I hope to find I can like it.
- e. I realize activity is important and I like it once in awhile.

22. After a gymnastic class do you remember -

- a. the skills you and your friends worked on as well as a few people who were successful at a stunt.
- b. the skills you and your friends worked on as well as the students who were successful at stunts.

- c. the ease and grace of the girls who were successful at various stunts you were attempting.
 - d. just the skills you worked on.
 - e. the skills you worked on as well as what your friends worked on.
23. During a volleyball game, the ball very lightly brushes the arm of Player A before it lands out of bounds.
- a. Player A should see if anyone on either team felt the ball brushed her.
 - b. Player A should check to see if any of her teammates thought the ball brushed her and still say nothing.
 - c. Player A should declare the ball did brush her.
 - d. Player A should declare she thinks the ball may have brushed her.
 - e. Player A should say nothing or deny any contact with the ball.

24. A student is attempting to learn a good badminton serve and so has come to intramurals after school. If you were the student would you -

- a. go to intramurals because of your enjoyment of activity and badminton and your desire to learn the serve well.
 - b. go to intramurals only because you feel you should know the serve.
 - c. go to intramurals because you like badminton and want to learn the serve quite well.
 - d. go to intramurals only because you want to learn the serve.
 - e. go to intramurals because you want to learn the serve and you think you are beginning to like badminton.
25. While playing basketball, Player A attempts to trip Player B to keep her from getting a loose ball. Player A should
- a. never trip an opponent.
 - b. try to trip an opponent only if her team is in trouble.
 - c. try, if possible, to avoid tripping an opponent.
 - d. try to trip an opponent only if the opponent is constantly stealing the ball.
 - e. continue to try to trip an opponent who is in the way.

- (26.) Physical education class and movement to you is -
- a. a necessary requirement that you do not enjoy.
 - b. something you always enjoy.
 - c. something you enjoy most of the time.
 - d. a necessary requirement that you enjoy only occasionally.
 - e. something you do not care about either positively or negatively.
- (27.) In physical education you are taught to move many different ways in many different activities. Do you -
- a. thoroughly enjoy movement.
 - b. move only because you have to.
 - c. enjoy movement in some activities.
 - d. thoroughly enjoy movement in most activities.
 - e. move because you have to and because you want to for some activities.
- (28.) In field hockey a player is not supposed to kick the ball or raise her stick above her shoulder. One team member is always breaking the above rules.
- a. The girl should try to follow the rules at all times.
 - b. The girl should not worry about breaking the rules unless a teammate speaks to her.
 - c. The girl should not worry about breaking the rules as long as she gets away with it.
 - d. The girl should try to follow the rules and indicate when she breaks the rules by accident.
 - e. The girl should be concerned about her teammates' reactions and thus only occasionally break the rules.
29. During a field hockey class the instructor asks for volunteers to lead group drills. You volunteer but are not chosen to lead a group.
- a. You would cooperate completely with your group leader.
 - b. You would not cooperate with your leader because you wanted the job.
 - c. It really does not matter to you whether you were or were not a group leader.
 - d. You would cooperate with your group leader and try to help her with her job whenever possible.
 - e. You would cooperate with your leader but voice your suggestions as to how you would have done it if chosen a leader.

30. A basketball class elects two team captains for its two teams from a slate of four highly qualified girls.
- Two captains should be elected and the other two girls on the slate receive recognition as the runners-up.
 - The class time should be divided in half so all four girls get a turn at being captain.
 - All four girls were qualified so there should have been co-captains so all four girls could serve as captains for the whole class.
 - Two captains should be elected and the rest of the class support their team captains.
 - The teams will be just as effective with or without a captain.
31. During a volleyball class you touch the net while attempting a spike. Because she could not see the play clearly, the student official asks you whether you did touch the net. You would -
- tell her you do not think you touched the net.
 - tell her you knew you were close and might have touched the net.
 - tell her you think you did touch the net.
 - tell her you did not touch the net.
 - tell her you did touch the net.
32. You are the official timer for a varsity field hockey game. The clock stops with two minutes left in the game and your team is ahead by one point. Would you -
- indicate to the official that the clock is stopped with two minutes left to play and let her decide how the timing problem will be solved.
 - push the clock ahead manually and call time for the game.
 - estimate about another minute of play and then call time.
 - time the two more minutes on your personal watch, call time, and explain your decision to the official.
 - indicate to the official that the clock is stopped but that you think it is time.

33. The physical education instructor asks Jill to deliver her cut slips for the day to the main office. Jill forgets to deliver the cut slips to the main office. If you were Jill, you would -
- a. tell the physical education instructor, as soon as possible, that you forgot to deliver the cut slips to the main office.
 - b. not say anything to anyone about forgetting to deliver the cut slips to the main office.
 - c. tell your friends, but not the physical education instructor, that you forgot to deliver the cut slips to the main office.
 - d. tell your friends and go ahead and deliver the cut slips to the main office even though it really is too late for them to be turned in.
 - e. tell the physical education instructor, about a week later, that you forgot to deliver the cut slips to the main office.
34. Your classmates are always interrupting each other and talking while the instructor is talking in your physical education class.
- a. It really should make no difference to anyone whether the girls interrupt or constantly talk in class.
 - b. The girls should continue their actions.
 - c. The girls should not interrupt each other or talk in class unless they are very excited over something.
 - d. The girls should not ever interrupt each other or talk while their instructor is talking.
 - e. The girls should continue their actions unless asked to change their habits.
35. You are taking attendance for your instructor and are aware of the fact that two of your friends are cutting the class. Would you -
- a. mark them absent and indicate that you think they had an excuse.
 - b. mark them as present with a pass to be excused early.
 - c. mark them as excused by their faculty advisor.
 - d. mark them as cutting.
 - e. mark them as present.

36. In the middle of a soccer unit your physical education instructor gives your class a free choice day. You would like to see the class -
- a. choose an activity that is enjoyable to most of the class.
 - b. choose to do soccer for half the class and anything else the second half.
 - c. choose an activity that really would involve a lot of activity and be enjoyable.
 - d. choose to do nothing.
 - e. choose to discuss soccer rules briefly and then have the rest of the period free.
37. When playing volleyball one student never can get her serve over the net. She should -
- a. just accept her problem as bad luck each time she happens to serve.
 - b. realize she cannot perform the skill and seek her instructor's help as to what her faults are in the serve.
 - c. realize she is doing something wrong and ask a classmate's opinion.
 - d. realize that she is not successful and suspect it is due to lack of skill.
 - e. realize something is wrong in her skill and thus try serving some other way.
38. A group of students have been chatting in the locker room when they realize they are late for class.
- a. They should attempt to finish their conversation while hurrying to class.
 - b. They should finish their conversation and then go to class.
 - c. They should stop their conversation and go right to class.
 - d. They should finish their conversation while starting for class.
 - e. They should stop their conversation and go to class as quickly as possible.

39. During a field hockey game Player A frequently hits Player B's shin guards when fighting for the ball.

- a. Player A should try very hard to get the ball without doing anything illegal.
- b. Player A is smart to hit Player B since Player B will hesitate when trying to get the ball in the future.
- c. Player A, realizing that hitting Player B is illegal, should continue to use the same strategy as long as the officials do not call a foul.
- d. Player A should try to get the ball without hitting another player. If she does hit a player she should let the other player get the advantage.
- e. Player A should try hard to get the ball but not bother to do anything other than hitting at the ball.

40. Your physical education instructor asks you to count the tennis balls collected at the end of class. She tells you there should be twenty-two and if not to please make a quick check of the courts before coming in. You count only twenty. Would you -

- a. bring the balls in and tell your instructor that you counted quickly but you are quite sure there are twenty-two.
- b. without checking the courts, bring the balls in, and tell the instructor there are only twenty.
- c. bring the balls in and say you checked the courts and there were no extra balls.
- d. check the courts and then bring the balls in and tell the instructor there are only twenty with none on the courts.
- e. bring the balls in and tell your instructor there are twenty-two.

41. Team A lost a very close basketball game to Team B. One of the starting players for Team A was unable to play because of illness. If you were a member of Team A which of the following would you do?

- a. Change your clothes and return home without any comments.
- b. Thank the other team for a good game and express to them appreciation of the fact that they played a better game.
- c. Cheer the other team and thank them for the game.

- d. Tell your coach that the defeat was due to the absence of your regular team member.
- e. Indicate to Team B that they would probably not have won if your regular team had played.

42. An emotionally disturbed student is a member of your physical education class.

- a. The class should ignore the emotionally disturbed student.
- b. The class should accept the student and try to work with and help her as much as possible with the class activities.
- c. The class should not care one way or another as to the presence of the emotionally disturbed student.
- d. The class should accept and include the student as much as possible in their class activities.
- e. The class should pay no attention to the student but at least try to be polite.

43. There is a large difference between a highly skilled volleyball team and a poorly skilled volleyball team. While watching them play would you -

- a. notice mainly the skill of the better team in terms of teamwork in comparison to the poorly skilled team.
- b. notice the contrast between the two teams with respect to skill differences, teamwork, and efficiency on the court.
- c. notice mainly how the highly skilled team moved more gracefully and efficiently and really had beautiful teamwork.
- d. notice the skill difference but especially how inefficiently the poorly skilled team moved.
- e. notice just that the two teams were different.

44. The physical education department has set up hours after school where students can come to practice skills, learn a new activity, or to play any activity that they want to play. Would you -

- a. attend the after school hours quite often for a chance to participate in activities you enjoy.
- b. never attend the after school hours.

- c. attend the after school hours regularly for a chance for more activity and some new activity.
- d. attend the after school hours only if doing very poorly in class work.
- e. attend the after school hours a few times to get more practice in some activities.

APPENDIX I

Answer Sheet and Index Card
Used by the Subjects

A VALUABLE INVENTORY FOR HIGH SCHOOL GIRLS

SUBJECT NUMBER: _____

ANSWER SHEET

Item Number	a	b	c	d	e	Item Number	a	b	c	d	e
1	()	()	()	()	()	23	()	()	()	()	()
2	()	()	()	()	()	24	()	()	()	()	()
3	()	()	()	()	()	25	()	()	()	()	()
4	()	()	()	()	()	26	()	()	()	()	()
5	()	()	()	()	()	27	()	()	()	()	()
6	()	()	()	()	()	28	()	()	()	()	()
7	()	()	()	()	()	29	()	()	()	()	()
8	()	()	()	()	()	30	()	()	()	()	()
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14	()	()	()	()	()	36	()	()	()	()	()
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17	()	()	()	()	()	39	()	()	()	()	()
18	()	()	()	()	()	40	()	()	()	()	()
19	()	()	()	()	()	41	()	()	()	()	()
20	()	()	()	()	()	42	()	()	()	()	()
21	()	()	()	()	()	43	()	()	()	()	()
22	()	()	()	()	()	44	()	()	()	()	()

APPENDIX I

Answer Sheet and Index Card
Used by the Subjects

A VALUES INVENTORY FOR
HIGH SCHOOL GIRLS

SUBJECT NUMBER: _____

ANSWER SHEET

Item Number	a	b	c	d	e	Item Number	a	b	c	d	e
1	()	()	()	()	()	23	()	()	()	()	()
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18	()	()	()	()	()	40	()	()	()	()	()
19	()	()	()	()	()	41	()	()	()	()	()
20	()	()	()	()	()	42	()	()	()	()	()
21	()	()	()	()	()	43	()	()	()	()	()
22	()	()	()	()	()	44	()	()	()	()	()

INDEX CARD

NUMBER:

NAME:

3" x 5" size

INSTRUCTIONS FOR THE ADMINISTRATIONS
OF THE VALUES INVENTORY

First Administration of the Values Inventory

1. Distribute to the subjects:
 - a. the Values Inventory
 - b. the score sheet coded in black
 - c. an index card with their code number and a space for their name.
2. Have the subjects read the instructions on the first page of the inventory.
3. Have the subjects fill in their name on the index card and then collect the cards while the subjects are taking the inventory.

NOTE: If asked why they must give their names, when the tests are coded, the administrator will state that until the completion of the study there must be a record of who took the inventory. The purpose of this is so that an answer sheet could be replaced if lost. The above statement prevents the administrator from having to disclose the fact that the subjects will take the inventory again one week later.

Second Administration of the Values Inventory (exactly one week later)

1. Distribute to each subject her answer sheet coded in red. The index cards from the first administration are stapled to the answer sheet for identification of the subjects.
2. Have the subjects remove the index cards from the answer sheets and dispose of the cards after completing the inventory.

APPENDIX K

Master Score Sheets and the
Subjects' Responses

APPENDIX K. Machine Scales, Sheet No. 1										0									
W										0									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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